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ABSTRACT

This guide has been developed to provide schools with a comprehensive health education program for grades kindergarten through three. It is divided into eight major units: (1) self concept and emotional health; (2) drug abuse; (3) diseases and disorders; (4) environmental health; (5) growth and development; (6) nutrition; (7) dental health; and (8) safety and first aid. Each unit includes the competency expected to be learned, the major understandings and concepts within the competency, and sample learning experiences. Stories emphasizing human relations and quiz games are appended. (JD)

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DEPARTMENT OF EDUCATION
STATE OF IDAHO
L.S.
You're looking fine Griz!

'GETTING TO KNOW ME'

IDAHO
HEALTH EDUCATION PROGRAM

GRADES K–3

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U.S. DEPARTMENT OF HEALTH
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HEALTH EDUCATION PROGRAM FOR IDAHO PUBLIC SCHOOLS

GRADES K-3

IDAHO STATE DEPARTMENT OF EDUCATION

Division of Instructional Improvement

Prepared by

Statewide Health Education Curriculum Committee

May 1977

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IDAHO STATE DEPARTMENT OF EDUCATION

Approved
September 1, 1977
by the Idaho State Board of Education

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TABLE OF CONTENTS

	COLOR CODE	PAGE
ACKNOWLEDGEMENTS	(white)	ix
FOREWORD	(white)	vii
USE OF THE GUIDE	(white)	xi
ADMINISTRATIVE PROBLEMS	(white)	xiii
REQUIRED TEACHER CAPABILITIES	(white)	xv
1. Self-Concept and Emotional Health	(orange)	1
2. A.I.D. (Alternatives-Intervention-Decisions) DRUGS, ALCOHOL, TOBACCO	(green)	39
3. Diseases and Disorders	(buff)	57
4. Environmental Health	(blue)	71
5. Growth and Development	(salmon)	83
6. Nutrition	(yellow)	95
7. Dental Health	(pink)	109
8. Safety and First Aid	(buff)	125
APPENDIX A	(white)	1
APPENDIX B	(white)	77

FOREWORD

Health education has been identified by the Idaho State Needs Assessment Program as a high priority by the majority of Idaho school districts.

This guide has been developed in an effort to meet this need and to provide school districts with a comprehensive health education program.

A good health program will provide students with an understanding of themselves as whole persons, will enhance their self-image and reinforce their concept of their own capabilities and potential. It will provide the students with knowledge and with a rationale for the application of knowledge to everyday living. The students will thus be able to comprehend the complexities of their physiological being and understand the reasons for sound health practices.

Health education, then, must venture beyond the traditional concern for personal and community cleanliness. It must, of course, include this and much more that is factual and fundamentally essential to physical well-being. But it must address itself to the whole person, to this concept of one's self, one's attitude toward others, one's aspirations and values. It must seek to develop in each a humane and positive attitude toward his/her fellow human beings and a sense of the dignity of humankind as a whole.

Roy Truby

ROY TRUBY
State Superintendent
of Public Instruction

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USE OF THE GUIDE

The use of this guide is not to be regarded as a requirement but rather to serve as an aid to Idaho school districts in their implementation of Idaho Code 33-1605 which requires health instruction.

COLOR CODE

Each unit is coded with a separate color for your quick reference.

Self Concept and Emotional Health	orange
A.I.D.	green
Diseases and disorders	buff
Environmental Health	blue
Growth and Development	salmon
Nutrition	yellow
Dental Health	pink
Safety and First Aid	buff

CROSS REFERENCE

Cross referencing allows the teacher to present materials either as a unit or through interdisciplinary methods. The self-concept section, however, should not be taught as a unit. Student competencies in this area would be best achieved by teaching the concepts throughout the year related to the other health units.

ADMINISTRATIVE PROBLEMS IN IMPLEMENTING A HEALTH CURRICULUM

Some school administrators, from department heads to school committeepersons become concerned when controversial health issues are raised in an open discussion method.

Whatever the causes of an administrator's uneasiness, teachers can prevent many problems and, in the process, actively facilitate the achievement of their objectives in a variety of ways:

1. Attempt to actively involve parents and administrators in the curriculum -- both in its development and implementation. Possibilities here include:

   - soliciting suggestions and ideas from parents on what they would like included in a curriculum on health issues by writing them a brief note and asking them to respond in writing or by telephone;
   - submitting the curriculum outline to selected parents and to appropriate administrators for criticism and suggestions;
   - soliciting suggestions and ideas from appropriate administrators on what they would like included in a curriculum in specific health areas;
   - inviting administrators to discuss health issues with your class and inviting parents to sit in on classes and participate in discussions, and
   - soliciting help and suggestions from community agencies and programs that deal with various health problems.

2. Inform appropriate administrators in advance of any planned classroom activities that may generate parent phone calls so that the administrator is able to indicate to the parent that (s)he is aware of the activity and can explain its purposes and wholesomeness.

3. Write a memo to the students' parents outlining what you plan to teach about individual health problem areas, how you expect to teach it, and why. Invite them to phone or visit you at school for further information. Students can take these memos home to their parents, they can be mailed directly or distributed on parents' night. Most parents will appreciate being spontaneously informed and consulted on their children's education. This approach usually avoids the surprised anger of the one or two parents who become furious after inadvertently "discovering" what their children are being taught. In this memo, invite parents to observe your classes.

REQUIRED TEACHER CAPABILITIES

In order to implement a health education curriculum effectively, a teacher needs certain capabilities. These are:

- sensitivity to students' concerns and feelings;
- creativity to develop, adapt and implement appropriate learning activities;
- respect for intelligent and informed differences of opinion;
- sound knowledge of the basic content necessary to teach specific health problems topics:
- resolution of any major personal conflict about health education issues;
- objectivity needed to avoid moralism, and
- ability to create an open atmosphere in the classroom.

SELF-CONCEPT
AND
EMOTIONAL HEALTH

GRADES K-3

INTRODUCTION

The purpose of this material is to enable students to learn and practice the skills necessary to deal with life situations in a healthy manner, i.e., a manner that enables them to meet their own needs without taking risks with their health. A mentally healthy individual has a positive self-image, decision making skills, good interpersonal relationships, and the ability to behave in a manner acceptable to the individual and to society.

More specifically, the issues of self-concept, interpersonal relationships, and emotions are considered within the framework of value development and clarification, decision making, and the development of communication skills. The intention is that students will learn specific processes (skills) that they can apply to life situations, especially those life situations that are directly concerned with personal goals and values, relationships with other people, and the satisfaction of emotional needs.

To satisfy these purposes, students should be directly involved in the learning activities not studying about mental health but practicing mental health.

To use the self-concept and emotional health unit effectively, the teacher should promote a friendly, receptive, and non-judgmental atmosphere in the classroom as a means of encouraging students to express their feelings and thoughts.

Specific suggestions for creating a classroom atmosphere conducive to the development of mental health follow:

- Respect children and their rights. Children cannot respect until they themselves are respected.
- Apologize to children when you are in the wrong. This provides a model for children to follow.
- Comment on children's personal appearance, good conduct, and/or personal achievements.
- Involve students in seeking solutions to classroom problems.
- Recognize that behavior is caused. This understanding enables a teacher to respond more appropriately.
- Initiate body language that shows acceptance, e.g., smiling, touching.

Criteria for successful group discussions include the following:

- Listen intently to children when they are talking.
- Show interest in student's ideas by listening for feelings, by paraphrasing, and by exploring students' comments.
- Avoid placing value judgements on students' ideas. Any and all answers are "correct", but don't hesitate to help students think through their own values.
- Use informal seating arrangements such as large and small circles of chairs.
- Encourage students to listen carefully to other students' ideas.

Successful role-playing in the classroom is promoted by the teacher using the following techniques.

- Show enthusiasm. The teacher's excitement will rub off on the students.
- Recognize that, at first, students may seem unwilling to take role-playing seriously. Their apparent apathy or "clowning" reflects their anxiety. Reduce anxiety by showing acceptance of student performances and comments and by making serious responses to ideas, even if they are presented jokingly.
- Give students a brief (one or two minutes) planning period before expecting them to role-play a situation. Instruct students to imagine that they really are the characters they are portraying.

SELF-CONCEPT

22

SELF-AWARENESS PROMOTES MENTAL HEALTH

COMPETENCY: Students will identify and compare differences, similarities and qualities in one another.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We all have unique qualities. There are differences in people. Be able to recognize our differences and accept those that cannot be changed. We should be able to identify one's importance, i.e. when constructing a "Getting To Know Me" folder.	GETTING TO KNOW ME FOLDER Give a folder to each student. Encourage each student to personalize his/her own folder by coloring and pasting pictures on the cover, etc. Tell the students that this folder will be used throughout the year to gather information about themselves. Included will be classroom activities, pictures and notes. FINGERPRINTING Each child makes his/her fingerprints and compares them with three other children. The children should point out differences in fingerprints. Include in the "Getting To Know Me" folder. IS ANYTHING WORTHLESS? Ask each student to find something worthless and prove it. Discuss whether or not anything is "worthless". Apply this idea to people -- is anyone worthless? VIP OF THE WEEK Teacher and two students make a weekly VIP board of one person in the class -- pictures and words about that person. Do not make it competitive. List things that are available to all children, e.g., favorite foods, hobbies, favorite activities, special qualities. The teacher should make sure every student is VIP at some time during the year. Put all students names in a cup. Each week draw a name and make a poster of that student. Make a list of 10 positive statements and put on the poster. During the week take pictures (with a Polaroid or similar camera) of the student and add to the poster.	Cross Reference Nutrition p. 102

MAJOR UNDERSTANDINGS AND CONCEPTS | SAMPLE LEARNING EXPERIENCES | REFERENCES

You as an individual, are important.

UNIQUE ME
Ask each student to draw pictures or write words that indicate ways he/she is like no one else and ways he/she is like other members in the class. Discuss why people are different, e.g., family traditions, heredity, beliefs, environment. Include in the "Getting To Know Me" folder.

THIS IS ME!
Put some big paper on the floor. Lie down on the paper. Have someone draw around you. Color the picture to look like you. Cut it out. Color it to show how your back looks. Put the two pictures together. Staple around the pictures but leave part of one leg open. Stuff newspaper into the big picture, staple the leg shut...and you have a big paperdoll of you.

IS ANYONE JUST LIKE ME?
Ask each student to draw pictures answering the following questions. Then ask the students to find other students who have named the same favorite food and form a group. Repeat the procedure for all questions. Ask the students to find others who have all the same answers. Point out that in some ways we are alike, but that we are all individuals.

a. What is your favorite food?
b. What is the first thing you do on Saturday morning?
c. What activity do you enjoy the most?
d. If you had a free hour right now, what would you do?
e. What scares you?
f. What makes you angry?
g. What makes you sad?
h. Whom do you like to be with the most?

MAKING DECISIONS
Ask each student to list the things (s)he makes decisions about at school, home, play; about clothes; about food. A second list can be made about decisions (s)he is not able to make, e.g., to go to school or bedtime.

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS | SAMPLE LEARNING EXPERIENCES | REFERENCES

POWER

Ask each student to list and discuss things (s)he has power over, e.g., animals, making people feel good, helping people to like him/her, or helping himself/herself. Ask each student to draw a picture illustrating the use of one of his/her powers. Include in the "Getting To Know Me" folder.

LOOKING INSIDE

Ask each student to imagine that (s)he finds a key. The key has a note that says, "I will open the door, the red door at the bottom of the hill". Each student must pretend that (s)he takes this key and goes to the door. (S)He, then, opens the door and closes the door behind him/her. Ask each student to draw a picture expressing what would be behind the door and how it would feel when he/she was inside. On the other side of the paper, encourage the students to draw a picture of the door, showing where the door would be and what it would look like. Discuss the pictures in class. Include in the "Getting To Know Me" folder. This activity might also be accomplished by cutting and pasting or by making a puppet show.

COMPETENCY: Students will be able to list areas in which they have pride and identify growth areas for pride.

MAJOR UNDERSTANDINGS AND CONCEPTS

Pride is identified as a legitimate and important life experience.

We should be able to list items in which we have pride.

We should understand ways in which we can attain pride.

SAMPLE LEARNING EXPERIENCES

WHAT IS PRIDE?

As a class, discuss the meaning of pride and why it is important to have pride. Ask each student to draw a picture of something that gives him/her pride. Include in the "Getting To Know Me" folder.

SHARING HOBBIES

The teacher arranges a day when students may share their hobbies with others. Ask students to teach their hobbies to others who are interested.

MAKING PEOPLE PROUD OF US

As a class or individually, list ways in which we can help people to be proud of us. Ask each student to try to do one of these things and report to the class.

FEELING GOOD

Ask each student to draw a picture or tell the class about one thing a teacher told him/her that made him/her feel good.

WHAT CAN WE DO?

Ask each student to make a list of:

a. The things (s)he can do
b. The things (s)he would like to do
c. What (s)he can do to achieve goals
d. Happiness is......
e. Sadness is......

Include in the "Getting To Know Me" folder.

IMPORTANT FACTS ABOUT ME

Ask each student to write a paragraph completing this sentence:

"Some important things to know about me are . . . ."

Include in the "Getting To Know Me" folder.

REFERENCES

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Being proud of the things you do is important.	ABILITIES Ask each student to draw a picture completing this sentence, "I am good at . . . . ". Students should describe their drawings to the class. BODY LANGUAGE Pick class members to role play how pride is shown in body language, including: facial expressions, postures, walking proud, etc. PRIDE VS. BRAGGING Discuss the difference between having pride in oneself and bragging.	

COMPETENCY: Students will be able to identify reasons why they are important and determine ways to increase their importance.

MAJOR UNDERSTANDINGS AND CONCEPTS

SAMPLE LEARNING EXPERIENCES

REFERENCES

Understanding reasons for your importance to your school and family.

There are ways to increase your importance.

IMPORTANT ACTIVITIES

Ask each student to draw a picture of oneself doing something special in his/her family and/or at school ("special" implies responsibilities, saying something kind to someone, helping someone with their work).

MAKING MY FAMILY HAPPY

Ask each student to be a statue illustrating "Something I Could Do Unexpectedly To Make My Family Happy". This could be a behavior or a different attitude. Discuss the different statues and what they illustrate, e.g., smiling while setting the table.

MAKING HOME A BETTER PLACE

Discuss how "I Can Make My Home A Better Place To Live". Leading questions might be:

a. What attitudes make home more pleasant?
b. What could you do for dinner to make the meal more pleasant?
c. What can you do to make home more pleasant when you have company . . . . or when your parents have company?

FAMILY ACTIVITY

Ask each student to do at least two things this week for his/her family. Have him/her tell the class what (s)he did. The students should not tell their families that this is an assignment. Also, charades can be used to act out their family activity.

IMPORTANCE TO CLASS

Ask each student to complete the following sentence with four or five answers. "I am important in this class because . . . ". Include in the "Getting To Know Me" folder or place on bulletin boards.

COMPETENCY: Students will be able to determine ways other people affect their "self-image".

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Understanding the definition of "self-image".	WHAT IS SELF-IMAGE? Discuss what "self-image" means.	
People can help others improve their self-image.	a. Ask the class what they see when they look in the mirror, e.g., hair is combed, color of eyes, actions. Explain that this is the "outside person". b. Ask the class what they see when they look inside themselves, e.g., restlessness, humor, goodness, love. c. Explain that the combination of what we see on the inside and outside is our self-image. SITUATIONS THAT AFFECT OTHERS Ask a couple of students to role play "Johnny Is Mean To Susie"; "Harry Says Something Nice To Mary"; "Linda and Sharon Refuse To Let Mary Play With Them". Discuss the feelings involved. Leading questions: a. What happened in the role playing? b. How do you think Mary felt? How do you think Johnny felt? Etc. c. Would you or could you have reacted differently? d. If in real life, what would you think about each individual? Further explanation: When a problem arises in class, these same questions can be used to identify feelings. AFFECTING OTHERS' SELF-IMAGE As a class, make a list of good things we can do for other people to help them like themselves, e.g., complimenting, listening, helping, smiling. Ask each student to do one of these things to the person next to him/her. PLAYGROUND Ask each student to report something that happened on the playground that had a positive effect on his/her self-image.	

COMPETENCY: Students will be able to differentiate ways people can effect their "self-image" positively and negatively.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

FEELING BAD

As a class, list things that make people feel bad, e.g., being left out of the group, namecalling, embarrassing someone, laughing at someone. Discuss personal experiences.

SECRET PAL

Ask each student to draw the name of a "secret pal". Then each student:

a. Writes the "pal" a secret letter describing the things (s)he likes about him/her. The letter will be signed "secret pal".

b. During the next week does a variety of favors for the pal, e.g., invites him/her to join in games; shares with him/her; compliments him/her; draws pictures or gives cheerful notes which are slipped into his/her desk; helps the other (in general).

c. At the end of the activity, each student guesses who their secret pal is and why, listing special favors (s)he remembers. (K-1 murals and other art work might be more effective than lists.)

Include in the "Getting To Know Me" folder.

MESSAGES

The teacher finds a set of plastic eggs and puts a mental health message in each one. Teacher will pass out eggs to each child. Each child reads his message to the class:

"Smile and the world smiles with you."
"What the world needs now is love."
"Reach out and touch somebody."
"You are a beautiful child."
"Love is nothing unless you give it away."

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Whatever message the teacher wishes to convey could be placed in the egg. For variation, put in messages that could be acted out -- smile, wink, pat someone on the back. I FEEL GOOD WHEN . . . Complete the following sentence, "I feel good when someone . . . ". Discuss these with the class. (K-1 complete the sentence with a picture.)	

COMPETENCY: Students will be able to identify ways they can be good members of a group.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We are all members of groups. It is important to belong to a group.	GROUPS WE BELONG TO As a class, list groups they belong to. Emphasize natural groups, family, school, etc. Discuss how it feels to a group. Why is it important? How would it feel not to belong to a group?	
There are ways to help others feel like they belong to a group.	FEELING ALONE Discuss what "Feeling Alone" is like. Discuss the idea, "You Can Feel Alone At A Party". How does one act? List ways to change feelings.	
	FAMILY Draw a picture of "What My Family Means To Me". Emphasize that not all families have a mother and father, sisters and brothers. A family is a group of people who live together.	
	HELPING OTHERS TO BELONG Ask several students to role play ways to help others feel like they belong to a group.	
	BEING NEW Role play a new person in a group. What can a new person do and the group do to make him/her feel welcome? Discuss the feelings when a person is new.	

INTERPERSONAL RELATIONSHIPS

ACCEPTANCE OF OTHERS -- SELF-IMAGE OF THE INDIVIDUAL AND OF OTHERS IS AFFECTED BY SOCIAL INTERACTION

COMPETENCY: Students will be able to determine ways they can show how to respect the rights and properties of others.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are reasons for rules. Rules are established to protect us.	REASONS FOR RULES Discuss reasons for rules at home and at school. a. List rules we have, e.g., being on time. b. List rules we do not have, e.g., eating an apple for lunch. c. Why do we have rules for some things and not for others? Emphasize that the purpose of rules is to protect people.	
	SCHOOL WITHOUT RULES Divide class into groups of five. Ask each group to act out what school would be like without rules. Discuss role plays.	
	PROTECTING VALUABLES Ask each student to name his/her most valuable possessions. Discuss why we want to protect them. Ask each student to describe how they feel when other people use them.	
	ONE-SENTENCE RULE Ask each student to make up a one sentence rule that would make school or home a better place to live. Ask the students to explain why they think the rule is necessary.	

COMPETENCY: Students will be able to determine ways that sharing, taking turns, and giving in occasionally can give pleasure.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We feel good when we know how we can think of others before ourselves.	BRUNO'S TREASURE The teacher reads the story "Bruno's Treasure". Discuss why Bruno was selfish and why he felt happy about sharing.	Appendix "A" pp. 7-10
By talking about sharing and taking turns, we learn how good other people feel about us.	KIND PICTURES Ask each student to draw a picture of oneself doing something nice for someone. Ask each to tell the class about his/her feelings.	
	OTHER'S SHOES Discuss what it means to "Put Yourself In Someone Else's Shoes." Leading questions are: a. Put yourself in a fireman's shoes on a rainy day. What would you feel like? b. Put yourself in your mother's shoes on a day that the house is messy and no one will help. What would you feel like? c. Put yourself in the place of the teacher on a day that the class is rowdy. How would you feel?	
	SHARING Share something with someone right now. Discuss the feelings.	
	ROLE PLAY SHARING Ask several students to role play situations in which one might share, e.g., sharing mother's time, sharing toys, sharing turns.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

SHARING SOMETHING FROM HOME
Have the children bring something to the classroom, e.g., ball, bean bag, and share it with someone in his/her class.

GIVING IN
Each child tells the class about a time when he/she gave up something for someone else. What was the situation? What were the feelings?

TAKING TURNS
As a class, list reasons for taking turns. Discuss the following:

a. Why is this important?
b. What would happen if no one was willing to take turns?
c. How do you feel when someone else refuses to take turns?

COMPETENCY: Students will be able to contrast between how helping others can be rewarding and not caring can be lonely.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
To be happy and feel good we must show a willingness to help others.	HELPING SOMEONE Ask each child to do something for someone, e.g., parent, neighbor, during the next two days. Tell about orally or draw a picture. Discuss the feelings and other's reactions.	
	BULLETIN BOARD Ask students to cut out pictures and make a bulletin board entitled, "How We Can Help Others".	
	EDDIE LEARNS TO BE ON TIME Read "Eddie Learns To Be On Time". Discuss how Eddie was rewarded for helping. What was Eddie's problem? How would you feel?	Appendix "A" pp. 11-14
	GOOD DEED BOX The teacher makes a good deed box. Students and teacher deposit descriptions of the good deeds they have observed. Read these at the end of the day.	
	VOLUNTEER LIST The teacher makes a classroom "volunteer" list. Students volunteer to do something helpful in the class for a given period of time.	

COMPETENCY: Students will be able to identify ways that improper behavior can hurt other people.

MAJOR UNDERSTANDINGS AND CONCEPTS

SAMPLE LEARNING EXPERIENCES

REFERENCES

Our behavior can produce emotional or physical pain to others.

People should be able to predict the effects of their behavior on other people.

There is a difference between tattle-telling and responsible citizenship.

TATTLING
Talk about tattling:

a. Why do we tattle?
b. Who are we hurting?
c. Who are we helping?
d. How do you feel when you tattle? When someone tattles on you?
e. What are the alternatives?
f. When should you report wrongdoing and when not? Ask yourself: Is the behavior I am thinking of reporting really harmful to others, or unsafe, or destructive of property? Is the behavior really any of my business?

HURT
Ask each student to cut out pictures of people who look as if they have been hurt. Some leading questions:

a. How does the person feel?
b. Why does (s)he feel that way (use imagination in addition to picture content)?
c. What could the person do about these feelings?

HURT FEELINGS
As a group, discuss the ways we sometimes hurt other people, e.g., laughing at them, talking behind their backs, not including them in our group. Ask students how they would feel if they were on the receiving end of these actions.

HOW WOULD YOU FEEL?
The teacher presents situations to the students and asks students to role play a variety of responses to the situation -- responses they consider good and those they consider bad. Ask other students to describe the feelings of the role players. To extend the exercise, ask the role players to describe how their actions would affect others.

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	CLASSROOM DISPUTES When a dispute occurs in the classroom, ask the students to role play the situation as it happened and any resolutions to the dispute that they can think of. Have them discuss these in class. Both productive and nonproductive resolutions may be sought.	
	GOOD AIM The teacher reads "Good Aim". Ask the students to describe Peggy's behavior and how it was caused. Students should describe how they would feel if they were Peggy.	Appendix "A" pp. 15-18

COMPETENCY: Students will be able to list and compare their needs with those of adults.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Adults play many roles in children's lives.	NEEDS Discuss the needs of children and make a list on the board, e.g., food, love, clothing. Identify what adults do to satisfy these needs. Discuss the needs adults have. Compare the lists. Ask the students who helps adults meet their needs. What roles do children play? WORLD WITHOUT ADULTS Ask each student to: a. Imagine what the world would be like if there were no adults. b. Draw a picture of one scene from that world. Discuss what children would have to do if there were no adults, e.g., cooking, building streets, fixing plumbing. Ask each student to think of two important things (s)he would have to do for himself/herself if there were no adults.	

EMOTIONS

58

EMOTIONS -- EMOTIONS AFFECT AND CAN BE AFFECTED BY THE ENVIRONMENT AND SHOULD BE DEALT WITH IN A SOCIALLY ACCEPTABLE MANNER

COMPETENCY: Students will demonstrate an understanding that emotions are normal.

MAJOR UNDERSTANDINGS AND CONCEPTS

Emotions are expressed in many ways and at different times.

Emotions can be identified by observing others' behavior.

SAMPLE LEARNING EXPERIENCES

FEELINGS IN THE HERE AND NOW

Ask each student to draw a picture of how (s)he feels right now. When pictures are completed, the teacher should ask the students to discuss:

a. Colors used. Why?
b. Size of picture in relation to paper.
c. What they thought about when drawing their pictures.
d. Are their feelings different after completing the picture? If so why?

EMOTIONS

Discuss what emotions are and how they are shared by all. A list of emotions can be made. Describe each one.

SEEING EMOTIONS

Ask each student to cut out pictures of people showing emotions. Make a bulletin board. Discuss possible reasons for the feeling that is expressed. Animal pictures may also be included.

FACES AND FEELINGS

Discuss how faces show feelings. Ask the students to choose a partner. The couple faces each other and one partner makes a face that expresses a feeling. The other partner guesses what emotion is being expressed.

EXPRESSING EMOTIONS

On 3" x 5" cards, the teacher writes names of emotions (one to a card). Also, each card will have a short list of "tools" that can be used to express the emotion without talking. Each student receives a card and acts out the emotion using the tools described. The class, or a partner, tries to guess the emotion being expressed.

REFERENCES

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

The tools could include:
a. Touching
b. Moving eyebrows
c. Making a noise without using the voice
d. Using the voice without words
e. Moving the head
f. Using feet
g. etc.

"UPS" AND "DOWNS"

As a class, talk about emotions in terms of "ups" and "downs." What emotions make us feel "up"? What emotions make us feel "down"? Ask the students if they are in a valley or up on a hill today. Why?

For variation:

a. Have each student make a hill and a valley with their hands.
b. During the next week, periodically ask the students to make a hill or a valley.

, if they are on a hill
and
, if they are in a valley.

OBSERVATION OF EMOTIONS

During the week following the above exercises, ask two students at a time to be class observers. They will not participate in the class -- only watch. Observers note and report what feelings were expressed verbally or non-verbally by their classmates. The class should then discuss these observations.

COMPETENCY: Students will be able to differentiate between good or bad feelings.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Recognition of our own good feelings is healthy. Recognition of our own bad feelings is healthy.	SENTENCES WITH FEELING Ask each student to complete sentences such as: "When I am happy, I feel. . ."; "When nothing seems to go right, I feel . . ."; "When someone laughs at me, I feel . . ."; or "When I am afraid, I feel . . ."	
Individuals can develop ways of changing bad feelings.	LARRY'S BIG DAY Read "Larry's Big Day." Discuss fear and why a person feels afraid. Ask the students when they have felt afraid.	Appendix "A" pp. 19-20
	LIST OF GOOD FEELINGS Ask each child to make a list of things that makes him/her feel good and discuss these lists. Include in the "Getting To Know Me" folder.	
	LAST WEEK'S GOOD FEELINGS Ask each child to make a list of things that made him/her feel good last week. Then have each child think of ways (s)he can make sure that these things will happen again this week. Include in the "Getting To Know Me" folder.	
	LAST WEEK'S BAD FEELINGS Ask each child to list the things that made him/her feel bad last week. Ask each student to select one item from this list and to think about how (s)he could prevent the feeling from happening again.	

COMPETENCY: Students will be able to identify ways other people help to satisfy their emotions.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	JIMMY'S BIRTHDAY Read the story "Jimmy's Birthday". Discuss Jimmy's feelings and behavior and how the other children helped him. Ask the students if they have ever felt left out. How did they react?	Appendix "A" pp. 3-6
Helping others can satisfy our own emotional needs.	SECRET NOTES I Ask each student to write a secret note to the teacher telling about a time (s)he helped someone with a problem. The teacher reads the notes anonymously.	
Other people can help us work through our problems.	SECRET NOTES II Ask each student to write a secret note to the teacher telling about one problem (s)he has that no one can help him/her with. The teacher reads these anonymously. The class gives suggestions.	

COMPETENCY: Students will be able to demonstrate how emotional stress can be dealt with constructively.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Various methods of dealing with stress can be learned.	LETTING OFF STEAM The class defines the phrase, "letting off steam". The class discusses:	
Stress is pressure from outside that makes us feel tense inside.	a. What is steam? b. Where does steam come from? c. Proper and improper times to "let it off".	
Behavior can be affected by emotional stress.	The teacher asks the students to make a simple poster entitled, "Ways To Let Off Steam". Encourage the students to illustrate both destructive and constructive methods. Discuss posters and other methods not illustrated. Hang posters on the wall.	
	WHAT WOULD YOU DO? Ask the students to suggest a common problem, one they might have at home or school with peers, brothers, or sisters. Assign students to role play the problem and coming to a solution. Discuss how students feel about the solution.	
	TOMMY McTROTT The teacher reads the story about Tommy McTrott. Discuss stress of having a new baby and how Tommy dealt with his problem.	Appendix "A" pp. 21-23
	PROBLEM SOLVING POEMS The teacher reads the Problem Solving Poems. Discuss the questions in the poems.	Appendix "A" pp. 24-27
	VARIATIONS FOR SETTLING DISPUTES When two children are in a dispute, ask them to go into another room and not come out until the dispute is settled. When they come out, ask "A" child what happened. Then ask "B" child if he/she agrees. Continue asking "A" for his/her version and ask "B" for agreement or another version.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	WHO WILL HELP? Ask each student to tell about the people (s)he would go to with a problem. What characteristics do these people have? Does (s)he have or hope to have these qualities some day? Point out the value in discussing problems with someone you trust.	Cross References A.I.D. p. 48

COMPETENCY: Students will be able to determine how nutrition affects mental attitudes.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
People's feelings can change when they are hungry or improperly nourished.	FEELINGS AND FOOD Ask each student to complete these sentences: "When I am hungry, I feel . . ." "If I eat candy and cookies all day, I feel . . ." "I eat the foods I do because . . ." "When I skip breakfast, I feel . . ." "If I were a parent, I would like my child to eat . . ." "I eat when . . ."	
Body size can affect mental attitudes and their relationships to nutrition.	WE ARE WHAT WE EAT The teacher cuts out pictures of fat people and thin people. Discuss some possible reasons why they are fat or thin and what they might do to change. Discuss whether or not our eating patterns affect what others think of us, e.g., how we look, our habits while eating.	Cross Reference Nutrition p. 106
Ways to change mental attitudes through nutrition can be learned.	CHANGING EATING PATTERNS Ask each student to write a paragraph entitled "Eating Patterns I Can Change To Make Myself More Happy."	

COMPETENCY: Students will be able to identify how rest and exercise affect one's ability to deal with emotions.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Rest and exercise affect mental attitudes.	BEING TIRED FEELS . . . Ask students to complete sentences:	
Exercise and rest methods change mental attitudes.	"When my mother is tired she . . ." "When I am tired, I. . ." "When my father is tired, he . . ." "When my brother or sister is tired . . ." "When I have had enough rest, I feel . . ." "When I sit too long in a chair, I feel . . ."	Cross Reference Growth & Development p. 92
	Discuss the importance of rest and exercise and how they help one feel better about oneself.	
	FRESH AIR PASS The teacher makes cards lettered "Fresh Air Pass." These will be available to a student when (s)he feels tired or fidgety and needs a brief change. Passes are good for three minutes.	
	PUSH AND PULL The teacher shows the children simple push-pull exercises which they can use if they feel nervous or tense under circumstances that prohibit free movement, e.g., in church, school assembly, during a test. Examples of push-pull exercises are as follows:	
	a. Put hands together, arms up perpendicular to the body with elbows bent. Push hand together as hard as possible.	
	b. Grip the wrists with hands in the same position and pull away for the count of ten.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

SAWDUST DOLLS

Ask each student to pretend (s)he is a sawdust doll (sitting, standing or laying down) with some of the stuffing leaking out; (s)he gets limper and floppier, until even the toes and fingers are relaxed. Each student should tell how (s)he feels when relaxed. Further explanation: this exercise is more effective if the mind is also involved. To do this, ask each student to close his/her eyes. The teacher talks for a minute or two in a sleepy monatone voice saying such things as, "You are very relaxed," "There is no one else in the room but you," "Relax your toes, your legs," etc.

PRACTICE SILENCE

Students as a group practice 60 seconds of total silence, to discover how restful silence can be after a period of noisy activity. Discuss the value of quiet periods of time in each day.

A.I.D.

DRUGS, ALCOHOL, TOBACCO

GRADES K-3

INTRODUCTION

In dealing with the continuum of drug, alcohol and tobacco abuse there are many areas of consideration. Basically, these can be viewed in three ways: (1) Services to those individuals who are suffering from physical and/or psychological dependencies on drugs, alcohol or tobacco; (2) Areas concerned with intervention before dependencies are formed; and (3) Those areas concerned with the prevention of drug, alcohol or tobacco related problems. It is with this third area that this curriculum is concerned.

The field of education has long been viewed as a valuable resource for the prevention of many problems and rightly so; however, education has also been used as the universal cop-out in solving society's problems. Somewhere between these ends lies an exciting role for education in relationship to prevention.

The following curriculum deals with practical methods that can be used in initiating a drug, alcohol, tobacco curriculum geared toward the elementary education level. It is not meant to be "the" answer, but the methods outlined can provide a good basis for an individual to make responsible decisions about the use of drugs, alcohol or tobacco based upon one's own value system.

Finally, in understanding drug, alcohol or tobacco use and abuse, we need to recognize that, just as people use and abuse drugs, alcohol or tobacco for many reasons, the decision to do so belongs to each individual alone. It is one of the many decisions a person must face in the course of everyday living and in determining the course of one's own future.

Many things affect our decisions concerning drugs, alcohol and tobacco including: how we feel about ourselves, how others feel about us and how others and ourselves feel about drugs, alcohol and tobacco. Our decisions about these substances are also partially influenced by the substances available to us and our knowledge of their effects and the roles they play in our society. For these reasons it is necessary to correlate this unit of instruction with the unit concerned with "Self-Concept".

*SPECIAL NOTE TO TEACHERS:

It is recommended that teachers read the section on Administrative Problems and Teacher Capabilities in order to help identify local community values and attitudes concerning the drug/alcohol program and associated learning activities.

COMPETENCY: Students will identify and compare qualities in one another.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We all have unique qualities. There are differences in people. We should be able to recognize our differences and accept those that cannot be changed.	"Getting To Know Me" The instructor and parents should work as a team to help students complete this activity. Have the students make a folder containing their most important materials (both good and bad). This is not only intended to be a collection of school work but should include a variety of things that help describe the life and personality of the student. Parents can be helpful by providing copies of important papers (i.e., copies of birth certificate) and old pictures. Hopefully, this will be an ongoing activity throughout the student's elementary school experience--passed from grade to grade (by teachers), with the student taking more and more of the responsibility for the folder's up-keep. 1. Near the end of the school year, the teacher should take some time to sit down with the student and review the contents of the folder, thereby permitting the student to take a wide-range look at the components that go into making him/her the way (s)he is. 2. The teacher may transmit the folder to the student's next teacher. Remember, this is NOT a confidential student file but a compilation of items that are intended to help a student become more aware of her/himself. The STUDENT'S FOLDER is "a place to keep important things about me".	NOTE: It is strongly suggested that other related activities such as this be included to preface this unit. Please refer to the unit on self concept pp. 7-16 for further activities.

COMPETENCY: Student will illustrate safe methods of dealing with temptation, curiosity, peer influencing and risk taking situations that lead to tasting or ingesting unknown substances.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Knowledge of unknown substances is necessary for personal safety.	Temptation Thought Box Have children cut out from magazines pictures of dangerous items found in their homes. The teacher provides a specific area in the classroom where a student can place pictures of items that (s)he is tempted to ingest or taste. The teacher should endeavor to congratulate the student, on his/her wisdom in sharing the items with the class, so that all the class members can help with the identity investigation. Use resource people (helpers) when possible to help investigate the safe uses and identity of unknown substances.	
	Discovery Game - Are All of These Safe? The teacher can prepare a table displaying various substances--some clearly marked and some not so clearly marked. Help the student discover the identity of the contents. Emphasize that the size and shape of container does not always identify the contents. Show the students important things to look for on containers that will help them identify the contents. Point out, with particular emphasis, that fluids kept in a soft drink bottle might not be a beverage, but, instead, a harmful substance.	Cross Reference Safety & First Aid p. 146

COMPETENCY: Children will demonstrate the ability to recognize that poison signs indicate danger.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Knowledge of the poison signs can save your life.	Illustrate Mr. Yuk and the skull and crossbones poison signs to children. Mr. Yuk stickers may be available from local poison control centers.	Cross References Safety & First Aid p. 146
	Plan an art lesson in which children draw pictures of containers of poisonous products and skull and crossbones. Use the pictures to emphasize the importance of following the directions for use printed on the containers.	
	Compare the purpose of the poison sign to a stop sign or railroad crossing light.	
	Identify markings of labels on containers which indicate that the contents are poisonous if improperly used, e.g., "caution", "warning", etc.	
	Discuss the dangers and precautions necessary when using such household products as cleaning solvents, weed killer, paint, polish remover, sprays, pesticides, kerosene, oven cleaner, etc.	Appendix "A" p. 36

COMPETENCY: Children will be able to identify what common household items are potentially dangerous.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Some household items have appropriate uses yet are potentially dangerous.	Have children make a chart of pictures of tablets, creams, mists, liquids, etc. Compare pictures with the products in their medicine cabinets.	Cross Reference Safety & First Aid p. 146
	Emphasize and discuss how household products may be helpful when properly used, or may be fire and health hazards when improperly used.	Appendix "A" p. 36
	List products on chalkboard. Define each term, using pictures of each item to assist in identification.	
Accumulation of toxic substances in the blood stream will cause tissue damage and tissue death.	Common household products have many good uses and should not be misused.	
	Using the Rank Order Activity have student determine least dangerous and most dangerous items to eat or drink.	Appendix "A" p. 35
	Show pictures of poisonous plants and differentiate these from non-poisonous ones.	Appendix "A" p. 36
	Collect and have children label containers of various substances. Explain and evaluate why contents of these substances are dangerous.	
	Ask children to describe experiences with poisonous plants.	Cross Reference Safety & First Aid p. 146

87

88

COMPETENCY: Children will be able to identify proper storage areas for medicines and other unsafe items.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Unsafe items not stored in proper areas can be dangerous to baby brothers and sisters as well as themselves.	Discuss proper ways adults should dispose of old medicines and containers, e.g., burn containers or rinse them thoroughly; flush contents down the drain.	
	Have children cut out pictures of unsafe items and hide the dangerous items in safe areas within the classroom or on a large diagram of their home floor plan.	
	Use a home safety checklist to determine where potentially poisonous substances are stored in each student's home. Parents and students should use the checklist to make the home "poison proof".	Cross Reference Safety & First Aid p. 146

COMPETENCY: Children will be able to identify the characteristics of persons who are trustworthy.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We all have certain people we can trust.	Who Can I Trust? -- Art Activity The teacher introduces topic of "trust" to students as an open discussion of trustworthy people in their lives. Personal experiences should be expressed and augmented by drawing a picture of the person each student trusts the most. 1. Open end sentences may increase understanding: If I had a dollar and wanted to keep it safe I would give it toa person who has the following characteristics . . . . If I needed to know something, I would ask..... 2. The situation can also be turned around to investigate why each student considers himself a trustworthy person by drawing a picture of himself that illustrates this quality and explaining it to the class.	Activities in Self-Concept package on trusting.

COMPETENCY: Children will be able to identify what persons are qualified to determine the safety of the child's food, drink or medicine.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Qualified adults can identify safe substances.	Create a qualified adult chart to list the different types of people a child comes in contact with. Examples: father, mother, teacher, babysitter, brother, sister, grandparent, aunt, uncle, neighbor, etc.	Cross Reference Diseases & Disorders p. 63
Parents, or those acting in place of the parents with their permission are qualified adults.	Ask student which they think are "qualified adults". Discuss. Using puppets or students themselves have them role-play different situations where persons will offer children candy, food, drink, medicine, tobacco.	
There are dangers in accepting candy, edible materials, or tobacco from strangers.	Explain to children what to do if they are approached by a stranger. Discuss how to answer friends who insist that attractive, unknown substances be used. Discuss dangers of experimenting "for fun".	
There are dangers in accepting rides or going with (walking, etc.) strangers.	Role play what to do if a stranger tries to be friendly. Have children draw maps of their routes to and from school and analyze their safety. Ask children to learn and repeat their full name, age, parent's name, home address, and telephone number.	

COMPETENCY: Children will be able to demonstrate the ability to distinguish between prescribed and non-prescribed medicines.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Medicines fall into two main categories: (a) prescription (b) non-prescription	Have teacher, nurse, or pharmacist explain difference between prescription and non-prescription medicine. Show samples of each when appropriate. Identify health specialists who have a role in prescribing, compounding, dispensing, and controlling medicines. Take a real or imaginary trip to the drug store and talk to the pharmacist about prescription and non-prescription medicines. Discuss with pharmacist what training is necessary to become certified in the field of pharmacy. During trip read several different labels for directions and cautions and relate what is learned here back to previous lessons on poisons and medicines. Role Play - Drug Related Helpers Teacher introduces drug related helpers (i.e., nurse, mother, father, doctor, etc.) with short discussions of their purpose (job), then sets up a role playing situation that might lead to administration of drugs. Special attention should be paid to reasons for taking the drugs within the context of the situation. It often helps to base your comments on the concept that what starts as a mild illness (treated by parent) may lead to a major illness (treated by M.D.).	

COMPETENCY: Children will identify the necessity for following the directions given on labels when taking medicines.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Medicines are drugs that we sometimes take when we are sick and the directions for taking these medicines must be carefully followed.	Discuss with pharmacist or nurse, why medicines are never to be shared with others, not even a taste.	
	Discuss proper ways adults should dispose of old medicines and containers, e.g., burn containers or rinse thoroughly after flushing contents down the drain.	
	Read the instructions and other information on a label of a bottle of cough syrup, a cold remedy, a remedy for upset stomach, etc. Point out the importance of following directions.	

COMPETENCY: Students will be able to differentiate between the proper and improper situations for taking drugs.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are times when we have the opportunity to take medicines but each situation should be evaluated according to:	Have students participate in the "OK or Not OK" activity.	Appendix "A" pp. 33-34
	Open-End Sentences	
	Teacher initiates discussion of positive use of drugs by using open-ended sentences such as:	
When the medicine is taken.	I saw drugs used when..... Drugs are good when.....	
Who is the medicine for?	Drugs have been useful for	
	First Aid in the Classroom	
Who is giving the medicine?		
How often should the medicine be taken?	The teacher exhibits a positive attitude toward medicines by explaining the proper use of the first aid kit found in the classroom.	
Why is the medicine being taken?	The school nurse can speak as an authority to the class and explain the positive and beneficial use potential of the kit.	Cross Reference Safety & First Aid p. 148

COMPETENCY: Children will demonstrate the ability to recognize the types of drugs that when used properly benefit the individual.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Some substances assist the body in doing its work. Some of these substances are called medicines.	Have the child "interview" his/her parents and list medicine (s)he has taken and the conditions for which they were used.	
	Have children make a chart designating what immunizations they have had and not had. It should be made up according to home records and personal record begun at primary level. Compare with school records.	
The same drug may affect different people differently; the same drug may affect the same person differently at different times.	To emphasize these differences read the precautions on various medicine labels i.e., can cause drowsiness, dizziness, etc.	Cross Reference Safety & First Aid p. 148
	Have children identify how a drug may affect the same person at different times. i.e. hungry after a meal, angry, sleepy etc.	
Sometimes when medicines are not used properly, first aid is a good thing to know.	Using the "In Case of Emergency Activity" dramatize how to get help for a friend who becomes ill while away from adult supervision.	Appendix "A" p. 32

NOTE TO TEACHERS

It is recommended that some activities from the "Environmental Health" unit be incorporated in order to give the child an understanding of the balance that exists between the child himself and his external environment.

Relate this to what is meant by internal environment (activity next page).

103

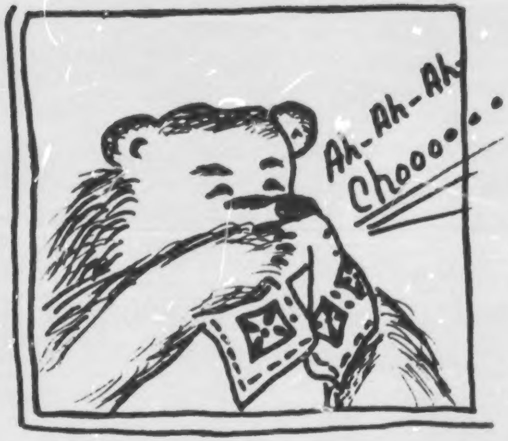
104

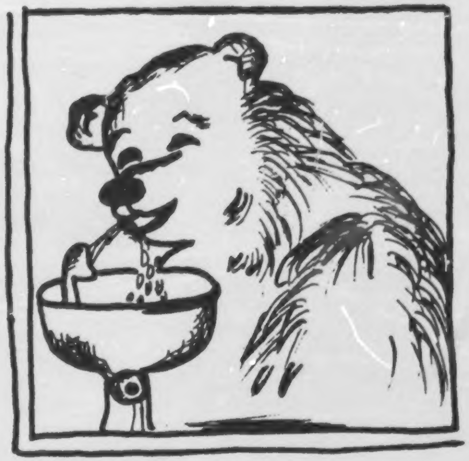
COMPETENCY: Student will identify that pollution exists not only in our external environment but can also exist when human resources are abused, wasted or left undeveloped.

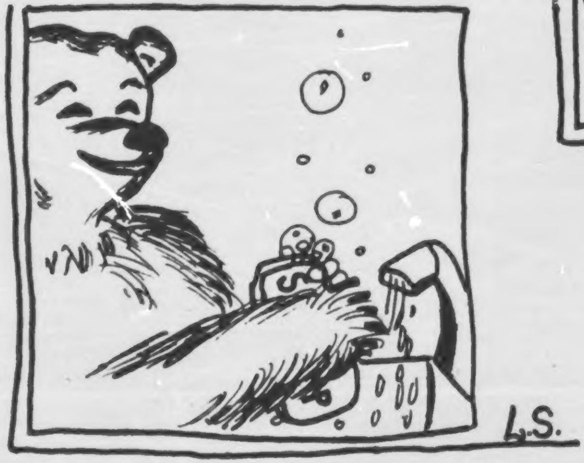
MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Recognizing elements of the internal environment is as crucial as identifying the external environment.	Recognizing Elements of My Internal Environment The student is given the opportunity in this activity to cut pictures from magazines representing elements of the internal (basic body systems) environment and external environment. Then the class is given the task of assembling all of the pictures into a large collage. To give perspective to the size (number of items) there should be more items in the external environment collage than the internal collage.	Use with Self-Concept activities pp. 19-25

DISEASES AND DISORDERS

GRADES K-3


Ah-Ah-Ah
Chooo....





INTRODUCTION

Humankind has struggled constantly against disease. Efforts have not always been successful because there was little scientific information available until the nineteenth century. Until that time prayers and magic were the main approaches to disease control. An attitude of hopelessness existed then as it does now in many under-developed countries. An aggressive approach toward disease control was not possible until some basic facts as uncovered by Pasteur and Koch were developed.

Present day needs, along with student age and interest, should be the basis for the selection of the specific diseases to be studied. A historical study of diseases as causes of death and disability (polio, tuberculosis, cholera, etc.) can develop an appreciation of the work of dedicated men and women in this field.

Through the study of disease control, the student can become a well-informed member of the community. (S)He will have confidence in right action and will support the obligation (s)he owes to society to use all protective measures for self and family. (S)He will not remain unprotected and dangerous to his/her community when proven and protective aids are available.

One of every 30 persons employed in the United States works at maintaining the nation's health. The present need for health personnel is urgent! As our knowledge expands in the various health areas, the demand for people to supply health care will outstrip the supply for many years to come. The schools have an obligation to focus interest on adequate health care for Americans through educational programs that guide and prepare students for health careers.

COMPETENCY: Students will be able to identify that germs cause communicable disease and that many diseases can be transmitted from person to person.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Causes of Communicable Diseases	Tell stories concerning how people once believed in demons, evil spirits, and darkness as causes of disease.	
Germs: Illnesses are often caused by germs that are too small to be seen but are present almost everywhere.	Explore history and accomplishments of health heroes such as Jenner, Pasteur, Lister, and Fleming. Touch various articles in the room while wearing white gloves. Observe how quickly the gloves become soiled, to demonstrate the necessity for washing hands and keeping them away from the face and mouth.	
Sources of Infection: Man is one source upon which some germs (virus, bacteria, fungus, etc.) depend for survival. Others are: animals, soil, water and plants.	Assign a group of students to spread some vaseline on a plate and leave it exposed to open air for 24 hours and report to the class what was collected. (Plates may be placed in different areas of the community.)	
Germs must first be transmitted to a host before an illness can occur.	Inoculate culture media (agar agar -- can usually be obtained from hospitals) with dirty objects (such as dirty fingers) and with "clean" objects -- that is those that are visibly clean. Incubate and observe bacterial growth.	Cross Reference Dental Health pp. 116-120
Contact of germs occurs in several ways.		

COMPETENCY: Children will list four methods by which diseases are spread from person to person.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Direct Contact: Actual touching of an infected person. Indirect Contact: Such as touching freshly contaminated articles. Droplet Spread: Such as in sneezing.	Have children pass a ball representing germs to one another. Call the ball chicken pox, flu, or some other disease. Discuss.	
Germs must always have a vehicle for movement.	Have the children suggest specific supplies and equipment that are shared in the classroom. Emphasize that these shared items can be contaminated easily and may serve as a vehicle for infection.	Cross Reference Environmental Health p. 75
Vectors (carriers): Some diseases are spread to many by way of vectors such as mosquitoes, flies, lice, and ticks.	Use a cockleburr or piece of masking tape attached to a piece of cloth. The student walks across the room and drops the item to demonstrate spread of germs by vectors.	
Germs become airborne on dust particles or droplets of water.	Use an atomizer to demonstrate how coughing and sneezing spread germs. Contact local American Lung Association for photographs showing actual range of cough and sneeze spray. Use a projector to project a beam of light in a darkened room. Most pupils will notice the countless dust particles that otherwise would not be visible. Have students draw pictures illustrating the ways germs travel.	

COMPETENCY: Students will be able to identify with an example that a more serious disease may follow what appears to be an insignificant illness.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
illness can occur only after germs enter the body through any normal body opening or break in the skin and find favorable conditions for living and growing.	Role play: "How can cold germs get into the body?" Have school nurse explain how germs enter the body through cuts in the skin; explain how to cleanse them and why that is important.	
Infections can spread to the ear from the nose and throat by sniffing and by incorrectly blowing the nose.	Demonstrate the correct way to blow the nose, gently with both nostrils open.	
Some Signs of Illness		
Some signs and symptoms are common to many diseases such as: sore throat, headache, stomachache, vomiting, and skin rashes.	Discuss the fact that the ill feeling is nature's way of telling us that something is wrong with the body. Follow examples of how serious disease may follow minor illness.	
Procedure: What to do.	Discuss what might happen without proper care of illness.	
Tell parent or adult of symptoms. Follow doctor's orders. Take only medicine given by doctor or adult. Other.	Discuss the importance of proper care and adhering to doctor's advice if one has a minor disease. Cite examples of a minor illness leading to pneumonia, heart problems, hearing loss, etc.	Cross Reference A.I.D. p. 49
Examples of some typical childhood diseases are: measles, chicken pox, scarlet fever, mumps, hepatitis.	Student may learn to take temperature and learn purpose of a fever when we are ill. Make a movable thermometer out of poster paper as a health visual aid in learning to read temperatures.	
	Discuss the nature and treatment of childhood diseases.	

COMPETENCY: Children will be able to list individual habits which are significantly linked with personal health.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Preventing Disease Individually	Supply children with emery boards and practice filing and cleaning nails.	Appendix "A" p. 31
Washing hands before eating, after play, and after using the toilet helps to keep one healthier. Special attention should be given to: the hands and nails, frequent bathing, hair care, clean clothes.	Demonstrate and practice hand washing before lunch, after play and after toileting.	Cross Reference Self-Concept pp. 10-11
	Children may create a bulletin board on good health habits.	Growth & Development pp. 91-92
	Scrape material from underneath fingernails to inoculate a culture media (agar agar - can usually be obtained from hospitals) to observe the growth of bacteria.	Nutrition p. 105
	Pantomime preparations for school: washing face and hands, combing hair, putting on clean clothes, putting on protective outer clothing as weather prescribes.	Appendix "A" p. 40
	Discuss how dirt collects in the pores of the skin and needs to be removed.	Cross Reference Growth & Developmen p. 92
It is important to eat nourishing foods, well balanced meals, get plenty of rest and exercise to help the body protect itself from disease.	Show the four food groups by using a food train. Children cut and paste pictures for balanced meals. Role play ordering balanced meals from menus.	Cross Reference Nutrition p. 103
	Use the story of Snow White and the Seven Dwarfs to associate with sleep, using characters such as Grumpy, Dopey, Sleepy.	Cross Reference Self-Concept p. 10
	Make a comparison of the problem of food protection in pioneer times with present day problems. Include food preservatives, facilities, equipment, knowledge of disease.	Nutrition p. 104
	Report ways of recognizing spoiled foods.	Environmental Health pp. 80-82

117

118

COMPETENCY: Students will be able to describe how group behavior may affect the health of each individual in the group.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Germs may spread from one person to another by sharing drinking glasses, toothbrushes, combs, washclothes, etc.	Hear and illustrate the story "Billy's Pal" found in the appendix reference section.	Appendix "A" pp. 37-38
Precautions should be taken when drinking and eating. Lips and mouth should not touch the fountain nozzle because germs may be harbored on these surfaces.	Children can make paper cups out of waxed paper by folding it correctly.	Appendix "A" p. 39 Cross Reference Dental Health p. 122
By covering the mouth when coughing and sneezing the spread of disease via the air route may be prevented. Paper tissue should be thrown into the wastebasket after using once.	Role play the proper way of behaving around others when you are ill; how to spread disease; how to prevent spread of disease.	Cross Reference Self-Concept pp. 10,16,25
	For art, children draw a picture of their face and trace their hand. Staple the hand with a kleenex in it over the mouth and nose. Include in the "Getting To Know Me" folder.	
	Children can make disposable personal wastebasket for kleenex out of newspaper.	Appendix "A" p. 39
We should dress properly for the weather.	Make a picture dictionary of words related to good health practices.	
	Show the seasons of the year and the relationship to proper dress. Use a flashlight to shine on a world globe as it turns.	Cross Reference Safety pp. 153-155 Environmental Health p. 76
	Have children illustrate proper clothing for different types of weather.	

COMPETENCY: Students will be able to differentiate between diseases and disorders.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Body Disorders (e.g. epilepsy, and cerebral palsy)	Demonstrate with a piece of electrical equipment how a short sometimes makes the equipment not function right and other times it works just fine.	Cross Reference Growth & Development pp. 87-90
Sometimes our bodies do not function as they are supposed to. A disorder is not an illness that we can get from someone who has a disorder. Causes: Heredity, environmental factors, accidents, etc. can cause our bodies to not work correctly.		
There are ways we can help those with disorders: 1. Being friendly 2. Inviting them to play 3. Don't make fun of them 4. Have patience 5. Learn to help correctly		Cross Reference Self-Concept pp. 7,8,13 and 20-25

COMPETENCY: Children will be able to identify the importance and purpose of immunization and being protected from disease.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Community efforts to combat and prevent diseases and disorders.	Have a nurse talk about tuberculosis and the tuberculin testing program.	
Immunization and vaccination 1. Purpose and importance 2. Method	Have children begin to keep their own personal health record. This activity should be continued throughout elementary schooling. What is the importance of keeping this record?	Cross Reference A.I.D. p. 53
	Have children find out when they were vaccinated for polio. Discuss the importance of having this done. Relate the story of Edward Jenner and his discovery of cowpox as a prevention for smallpox.	
	Have students listen to neighbor's heart with a stethoscope; discuss why a doctor uses such an instrument.	
	Discuss what life for children must be like in places where there are few or no doctors.	Cross Reference Environment pp. 81-82
	Role play the doctor and the nurse taking care of the sick.	
	Use a flow chart showing the processing of milk, starting with milk, dairy farm, the dairy, pasteurization, and delivery to the family.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Special groups of people help to protect us from disease.	Have a doctor or nurse visit the classroom and discuss their role in health. Discuss common medical equipment and supplies and have examples present if possible.	
1. Doctors and nurses 2. Dentists 3. Pharmacists 4. Other (e.g. inspectors)	The Dentist: Have the children relate their experiences with the dentist. Ask them what special tools and equipment were used. Stress the importance of the dentist's role in promoting good dental care as well as treatment. Invite a dental hygienist and a dentist to describe their occupations and how they work together.	

COMPETENCY: Students will be able to match duties and responsibilities with the appropriate profession or department.

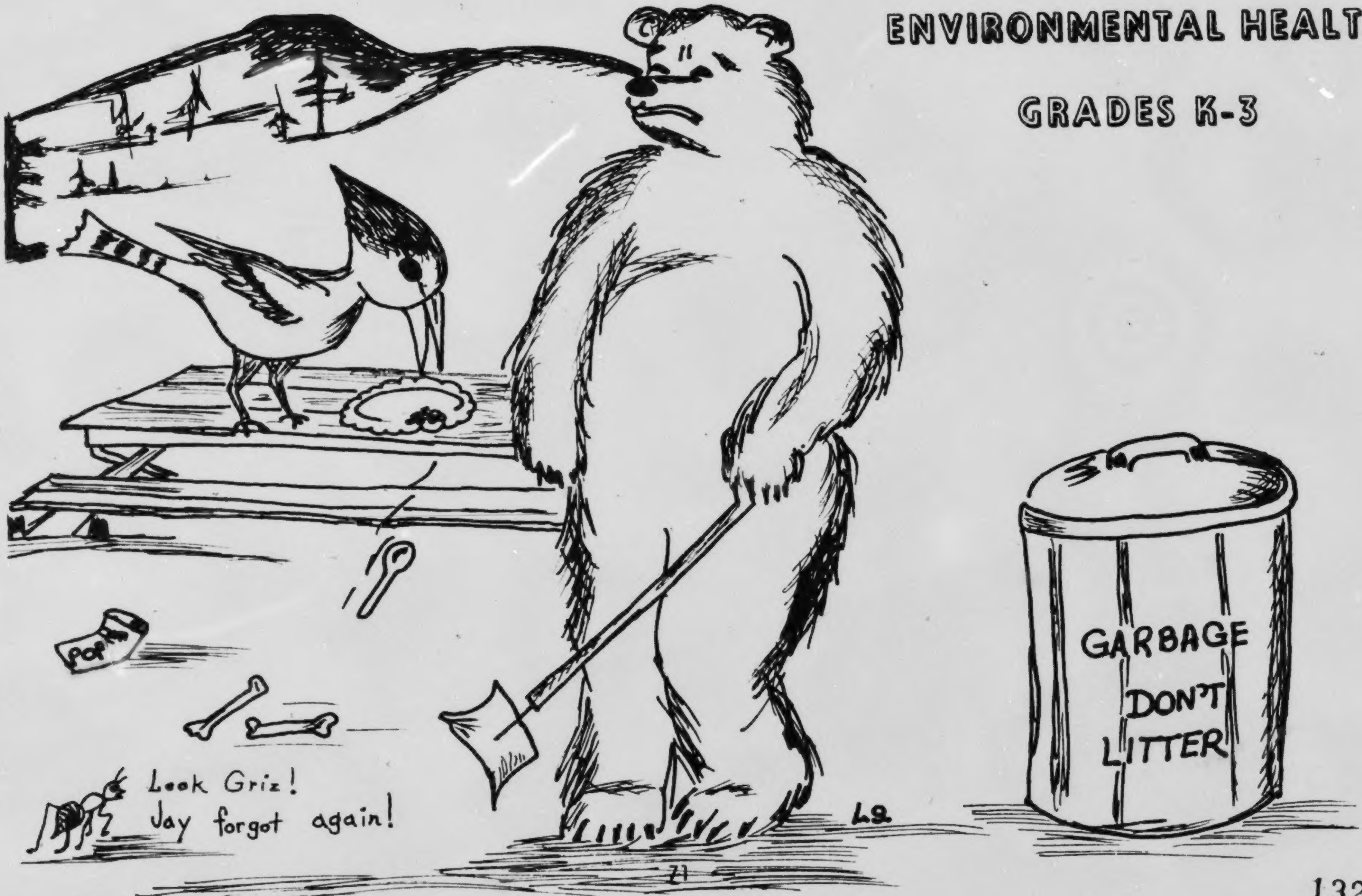
MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	The Pharmacist: Discuss the pharmacist's role in filling prescriptions. Discuss the importance of taking the right kind of medicine and why the pharmacist must know all about things that make up medicines and drugs. A mortar and pestle can be shown as one of the pharmacist's tools. Show how a lump or a soda mint tablet can be crushed into a powder in the mortar. Visit a pharmacy or invite a pharmacist to your school.	Cross Reference A.I.D. pp. 50-53
	Discuss the need to be aware of false advertising and quackery.	
	The Water Plant: Discuss the importance of water for good health. Discuss various uses for water in relation to health and the need for its being pure. Visit a water purification plant.	
	Discuss how research people are always looking for new ways to keep people healthy and how the laboratory people can help doctors.	
Hospitals	Arrange a field trip to a local hospital.	
Hospital Workers: X-ray technicians Physical therapist Nurses and Doctors	Obtain an x-ray film from a hospital or doctor. Explain its use. If it is the student's own x-ray include in the "Getting To Know Me" folder. Make a class booklet of hospital workers and facilities after discussion of each.	
Departments Pediatrics X-ray units Emergency	Discuss how each department in the hospital has a certain purpose with special equipment to help sick people.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Operating room and Recovery Patients room Physical therapy Laboratory		
Attitudes of patient toward the hospital can cause or dispell fears.	Discuss how hospitals are not a place to fear--that the machines and equipment are made to help people.	

ENVIRONMENTAL HEALTH

GRADES K-3


POP
Look Griz!
Jay forgot again!
GARBAGE
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INTRODUCTION

The environment in which we live affects every aspect of our being, how we think, how we feel, how we mature, and how we function. It is the intention of this unit to identify these interrelated elements of the environment and to focus on their effects. Furthermore, this unit will explore ways that we can use our environment yet maintain a harmony and balance.

The environment in which we live affects every aspect of our being, our beliefs and disbeliefs, our vocations and avocations, our health or lack of health, how we grow physically and emotionally.

COMPETENCY: Children will identify areas that make up a total environment.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCE
The environment is made up of all things around us.	Ask children to explore the things around them using all their senses: sight, sound, touch, smell, taste, balance, etc.	Appendix "A" p. 41
Your sense organs alert you to all that is going on about you.	Call on children to describe the environment.	Cross Reference Growth & Development p. 89
	List on the board or chart all the components that make up an environment, including the influences of family and friends.	
	Children can draw pictures of various environments: school, home, community, etc.	Cross Reference Disease & Disorders pp. 61-62
	Have children think of invisible things in our environment -- germs.	
	Have the children sit quietly with eyes closed. Let them listen to the sounds all around them and tell what they hear, (e.g., street noises, other children stirring.)	
	Take a walk around the school area. Have children observe and note all the environmental factors (e.g., the smells, the sounds).	Appendix "A" p. 41
Space affects how we feel and act.	Ask children to explain their feelings when in a crowded bus, room, elevator, etc. and compare with being in a meadow or other spacious area.	

COMPETENCY: Children will be able to identify the various effects of the environment.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Our lives are affected by various environmental factors	Ask children to describe how they are affected by: snow, rain, wind, hard ground--other surfaces, sand, cold weather, hot weather, sun, hills, streams, rivers, noise--from drilling, machines, T.V., etc. Accentuate the use of senses in evaluating the effects of environment.	Appendix "A" p. 41
	Have children make up sentences describing the weather (e.g., A cold wind was blowing).	
	Stress should be placed on the pleasant and unpleasant effects of the existing environment on the individual. The teacher should talk about people adapting to the existing environment.	
Family and friends can affect our environment.	Have students collect pictures to show how proper heating, lighting, colors of walls, furniture, ventilation, etc. add comfort.	
	Have students suggest ways the school room could be improved.	
	Have students discuss the differences of how they might feel between a sunny day playing with friends and a sunny day when you are playing alone because you and your friends had a disagreement.	
	Role play a situation in which courtesy and communication may help to improve undesirable conditions.	Cross Reference Self-Concept pp. 19-24

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Our lives are affected by various environmental factors.	Play an unfamiliar song with the volume turned up while students attempt to concentrate on an assignment not related to the music. Point out the various types of behavior observed during the experiment. Have students collect pictures of things which contribute to the noise level of our environment.	

COMPETENCY: Children will be able to identify ways of protecting the environment.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The environment may be a source of pleasure as well as a source of discomfort. Interruption of natural sequences will eliminate the enjoyment or use of the final product.	Discuss why we should not destroy natural vegetation; why we do not trample flowers or control the cutting of trees.	
	Use Smokey the Bear to discuss forest preservation.	Appendix "B" p. 80
Each person has a responsibility to protect and safeguard the environment.	Have class participate in the making of a terrarium or an aquarium.	

141

142

COMPETENCY: Children will be able to identify methods of changing the environment.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
It is necessary to change some things in our environment in order to remain healthy.	Tell children why and how the water they drink may have to be changed before it gets to their homes. Ask children if they know how farmers change the soil before planting crops. What do bulldozers do? Engineers? Discuss reasons for: clearing pebbles and rocks off playground, dusting classroom, etc.	

COMPETENCY: Children will be able to identify methods of controlling pollution of the environment.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
People pollute their environment in many ways.	Ask children to identify public refuse containers (show picture). Ask where they have seen similar containers. Discuss their function and how used.	Cross Reference Self-Concept p. 19
Many people, however, are now concerned about the pollution of the environment. Children also have a responsibility in this area.	Discuss litter and the sanitation problems in and around school, lunchroom, recreational areas, boating areas, highways, parks, playgrounds, etc.	
	Make up a list of personal rules regarding disposal of refuse.	
	Discuss with the children some of the local pollution problems -- water, air, noise.	
Responsibility of working together.		
Children and adults must work together to maintain a healthy environment.	Ask children how they can help to keep the environment safe and healthy: litter, order in classroom, replacing toys, etc., using water fountains, hanging unworn clothes.	
	Make up riddles about assisting the: doctor, dentist, parents, teachers. How can children maintain a healthy school environment?	Appendix "A" p. 42
Students, teachers, dieticians, custodians, school nurse, and various other people help keep the school a safe and healthy place.	Discuss what: the school nurse-teacher does, the teacher does when (s)he is in class before the students arrive, each pupil can do to keep the school safe and healthy, the custodian does, the gardener does, the dietician does.	Cross Reference Disease & Disorders p. 64
	Ask boys and girls what they think could happen if the wastepaper basket were not emptied or floor not swept, tables not dusted, windows not cleaned?	
	Pantomime the various jobs that people in school have that are necessary to keep the school healthy.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	List all the ways in which a classroom can be compared with a home or a community.	
	On a rotation basis have each child responsible for a specific aspect of environmental health throughout the year -- dusting, windows, lights, chairs and furniture, refuse collecting, temperature, ventilation, etc.	
At home, all family members must do their share in keeping the home a healthy place to live.	Ask children what they do at home to keep their home healthy place to live.	Appendix "A" p. 42
	Discuss what parents do: keeping house orderly, maintenance, etc.	
	Help pupils make up a list of the things they do to keep their homes a safe and healthy place to live: carry out garbage, put things away, assist parents with housework, keep room orderly, learn to live with others.	Cross Reference Self-Concept pp. 20-22
	Plan a bulletin board display. Have the children draw pictures which illustrate the above list.	
	Have each child draw a picture of one thing he does at home to keep it a healthy place.	
	Make a "Responsibility Book" in which children show they are helpful to other family members.	
Many people contribute to making our community a healthy place to live and work.	Ask children if they know any one in their community who helps make the community a safe and healthy place.	Appendix "A" p. 43
	Read stories to the class which illustrate the duties and helpfulness of various community servants.	
	Have the children make illustrated booklets showing the responsible things one does to help make his community a safe, healthful, and pleasant place to live.	Cross Reference Disease & Disorders p. 67

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Make a mural showing the workers who provide services for the community.	
	Ask the children to imagine what life would be like if a service of the community (e.g., police and fire protection, water, electricity, etc.) were terminated for a week.	
	Put incomplete words on the board that refer to people who make a community healthy. Have the children fill in the blanks. d_ct_r n_rs_ f_rm_r p_l_c_m_n	
	Ask the children to name some helpers who make it possible for them to have the bread they eat, the milk they drink.	
	Ask the children to name some workers who help to keep us warm.	
	Help children identify various community agencies on a community map: sanitation department, police department, fire department, water department, hospitals.	

1976
1975
1974
L.S.

GROWTH AND DEVELOPMENT

GRADES K-3

INTRODUCTION

"What a piece of work is man! How noble in reason! How infinite in faculty! In form and moving how express and admirable! In action how like an angel! In apprehension, how like a god! The beauty of the world! The paragon of animals!"

William Shakespeare, Hamlet Act II, Scene 2

From the beginning of time, people have searched for knowledge about their bodies. At first they responded to their lack of understanding by developing fears and superstitions to explain life's mystical cycle. As time passed, medical positions were established to meet the people's needs. They were called witch doctors, village "bleeders" or medicine men. They "treated" physical needs with whatever was available but again their "healing" rates were minimal--fatalities prevalent. This crude beginning became the foundation for our current medical knowledge and what's more important, our personal understanding of our body. Without this we could not hope to advance to preventative medicine--prevention meaning knowledge so that one can develop a healthy life style.

In order to discover the miracles of growth and development, one must first gain insight into the most wondrous structure, the human body. One way to do this is to study its anatomy, or the science of structure and its physiology, the science of function. When we begin to appreciate the miracle of life and the complexities of our body, we can begin to protect our physical health.

The human body can be compared to any fine, high-quality machine. It is only functional when every part, no matter how minute, is working doing its specific job. It requires constant care and upkeep to keep it running at its utmost potential. To deprive it of this would create a decrease in functionality and possibly even death. Good health care, in contrast, begins with developing good health habits and assures a longer, more healthful life.

From the moment of conception to the point of death is a miracle, one that cannot be appreciated without self-knowledge. To exist should not be enough; our potential is so much more. But we cannot develop this until we have made the exciting discoveries of our body's capabilities. Then we can develop the health practices that are essential to our lives and the lives of our descendants.

And so the cycle of life continues with each generation having a healthier foundation to grow on and a healthier insight of themselves. As a result we have not only added longevity to life's cycle but we have decreased the amount of pain and suffering involved in life. Our increase of understanding has dissolved the fears and superstitions of our ancestors making a strong people with a healthy outlook of the future.

COMPETENCY: Student will identify the cell as a basic structural unit and the groupings of these cells for organs that function together to make us human beings.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
A cell is the basic structural unit of life and the body is made up of cells.	Observe the incubation period of duck or chicken eggs--emphasize the cell development during incubation using pictures or slides--compare these with pictures or slides of human cells.	Transparencies of types of cells available through a variet of book companies or Idaho State Departmen of Education.
Skin cells form a valuable protective covering.	Compare the protective covering of different living organisms (i.e., frogs, rabbits, chickens, snakes, humans, plants).	Cross Reference Nutrition p. 99
	Discuss how the skin acts as a protective mechanism and what happens when the skin is injured.	
	Discuss different ways we protect our skin from the sun, wind, rain, etc.	
Muscles and bone cells allow us to move.	Feel the muscles in your upper arm when you lift or put down a heavy object. Feel the muscles of your legs when you stoop down or stand up.	Appendix "A" pp. 44-46
	Observe and discuss a "Halloween Skeleton" naming basic bones. Position bones to simulate movement.	
Form and movement help or hinder how we look, feel and perform.	Discuss how we are continually training our muscles to learn new skills (i.e., writing, swimming, throwing and catching a ball).	
	Look at a rag doll and discuss how the doll shows us the important things that our bones do for us.	
	Discuss how emotions effect how we look and feel.	Cross Reference Emotions p. 33
All the different cells, tissues, organs and systems work together to make us a human being.	Make a bulletin board display using the analogy that the brain is similar to a telephone system receiving and sending messages. Make a flannel man with flannel "organs" that can be added in proper location. Let children listen to their heart and breath sounds using a stethoscope as a resource.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Provide opportunities for individual movement exploration to develop an awareness of the limitations and the potentials of the human body.	Appendix "A" pp. 44-46
	Name and discuss the body systems-respiratory, cardio-vascular, digestive, excretory, reproductive, muscular and skeletal systems.	

COMPETENCY: Students will be able to determine which senses are being used and these senses enable them to perceive the world around them

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The body has special abilities called senses.	Draw pictures illustrating how we use our senses (listening to music, smelling a flower, tasting something sour, looking at a picture, touching a cat's fur, etc.).	Cross Reference Environment p. 75
	Ask nurse to talk about structure, function and care of the ears and eyes. Draw pictures about some of the points of care that the nurse mentioned.	
We have a sense of sight and sense of hearing.	Discuss: A. What are some of the things we see everyday? B. What are some of the things we hear everyday? - Have students close their eyes and listen to some of the "silent sounds" of the classroom. C. What are some of the things we could not hear or see? How do our eyes and ears keep us safe?	
	Have the children mention some of the things they see in the classroom.	Cross Reference Environment p. 75
	Have the children close their eyes and tell what they hear.	
We also have senses of touch, taste.	Play "Blind Man's Bluff" game to illustrate how we use our senses of touch, smell, and sound to identify objects as well as sight. If class is large, one can draw items to be identified out of a hat while blindfolded. Examples: sandpaper, soap, orange, cotton balls, etc.	Cross Reference Self-Concept pp. 29-30
	Fill plastic eggs with objects of varying weights & sizes. Examples: paperclip, nail, penny, marble, rice, etc. Let students try to guess the contents by listening and feeling the weight.	

COMPETENCY: Children will be able to identify the potentials and limitations of the body and explore the range of individual differences.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
A wide range of individual differences in size and shape is normal in growth patterns.	Keep records or charts of individual growth patterns (i.e., height, weight).	Cross Reference Nutrition p. 99 Self-Concept pp. 7-9
	Collect magazine pictures illustrating individual differences.	
Development of our potentials is within the limits of design and age.	Discuss limitations and potentials (i.e., we can run but cannot fly).	
	Discuss pictures of the things hands can do.	
	Have children trace each other and then cut out and hang on the wall. Talk about physical differences. Discuss the causes of differences (Ex: size of parents).	
	Discuss how illness or poor health habits can effect physical growth?	Nutrition p. 99
	Compare animal vs. human potentials and abilities. What are the differences, the similarities?	
	Discuss how we can change our potential.	Cross Reference Self-concept p. 9
	Bring pictures showing people having fun exercising and discuss how exercise helps in altering their body potential.	Appendix "A" pp. 44-46
Our body can do many different things.	Have students participate in movement exploration physical education sessions.	Appendix "A" pp. 44-46

COMPETENCY: Students will be able to select health behaviors which reflect proper care of the human body.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Exercise is fun and develops skills.	Make a bulletin board display depicting indoor and outdoor activities. (Use original student drawings). Prepare exercise charts with stated goals.	
Rest and relaxation help the body to recover from fatigue and to grow.	Learn and practice relaxation exercises in the classroom. How do emotions affect relaxation? Discuss why we need recess, exercise and resting periods, etc. What happens to someone who doesn't get rest and relaxation.	
Exercise and play contribute happiness, growth, strength, relief of fatigue and making friends.	Activity: Perform strength-building exercises and stunts. Explain why some pupils can work and play getting tired quickly. Discuss why some students are stronger than others. Explain importance of maintaining and developing physical fitness. Write favorite ways to exercise. Assemble a human body by cutting out pattern of separate parts, then assembling them. with brads dramatize movements of body parts on finished figures.	Cross Reference Self-Concept pp. 7-9
There are suitable times and conditions for exercise and play.	Discuss opportunities for play at school and home. Pupil appraisal of recess and play areas. Discuss reasons for playing outside when necessary. Dramatize and illustrate safe and unsafe forms of play activities. Discuss benefits of regular exercise and play.	Cross Reference Safety pp.151-152 Environment p. 79
	Discuss relaxation. How do people relax? Why or why isn't this important?	
	How do emotions effect relaxation? Practice relaxation exercises. How do you feel before and after?	Cross Reference Emotions pp.33-34

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Rest, sleep, and proper food are important for tomorrow's exercise and play.	Dramatize what happens when students don't get enough sleep. Discuss why rest is important and needed at certain times. Discuss relationship of good diet (as fuel) to generate body exercise.	Cross Reference Emotions p. 36
	Discuss emotions that interfere with sleep.	
	Discuss good sleep habits and how you feel when you're tired. Compare how one feels before and after eating a meal.	Cross Reference Nutrition p. 99
Good sportsmanship adds to the enjoyment of play activities.	Discuss need for teamwork and cooperation in games. Dramatize and discuss good sportsmanship. Give examples of good sportsmanship in play activities.	
Good posture helps prevent fatigue, enables the body to work better and makes us more attractive.	Use charts, pictures and stories to develop bulletin boards stressing good posture. Demonstrate how posture tells others how we feel.	
	Discuss how emotions affect posture.	
Cleanliness is a factor in how we feel and how other people feel about us.	Oil one piece of paper; sprinkle dust or dirt on it; sprinkle dust or dirt on non-oiled paper. Relate to oil glands and the need for cleansing skin.	Disease & Disorders pp. 61-64
	Discuss how cleanliness effects personal relationships.	Interpersonal Relation p. 23
Body injuries from some hazards can be prevented.	Discuss how accidents and infections can be avoided.	Cross Reference Safety & First Aid pp. 129-137
	Have school nurse talk about school accidents vs. home accidents. Role play accidents & how they could be prevented.	
Care of the body adds to effective living.	Compare the body to an automobile, illustrating care which must be given to each in order to keep them in good running condition. (Make a bulletin board display illustrating this. Humanize picture of car for interest.)	Nutrition p. 106 Self-Concept pp. 23-24

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Draw posters: how to take care of eyes, ears, nose (blowing properly, not rubbing eyes with dirty hands, etc.).	
	Appropriately dress paper dolls, figures or puppets for different types of weather.	
	Discuss good health habits in brushing teeth, bathing, exercise, good nutrition. How does it affect how you feel?	Nutrition pp. 103-105 Dental Health p. 113

This sure beats the garbage dump!
L.S.

NUTRITION

GRADES K-3

INTRODUCTION

Securing adequate nutrition is a major health problem. As a nation, we eat well; as individuals we do not, but not because our foods are insufficient in quantity or variety. Our country provides an excess of foods to its population. So much so that obesity is a major problem and foods and beverages are advertised on the basis of low calorie content. Dietary fads and reducing fads thrive upon inadequate public knowledge and faulty practices.

Without a definite program of nutrition education, started at the beginning of their school life, children are likely to confine their choices to favorite foods. Likewise, children cannot project benefits into the future and so have no concern or appreciation for what the future will bring if they fail to eat properly now. Nutrition education should be stressed to boys as well as girls. The changing status of the family with working mothers and parental sharing of household responsibilities indicates a necessity for everyone who has an influence on children's eating habits to be aware of the implications of good eating patterns. The emphasis and practice on choosing the right foods must be learned.

The school's major concern is in the promotion of sound dietary habits. The challenge is to break the traditional boredom of memorizing nutrients and food groups and move into the field of stimulating nutritionally grounded experiences.

COMPETENCY: Students will identify life-sustaining components of plants and animals.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
All living things need food, air and water to grow and remain healthy.	Plant lima bean or tomato seeds and observe their growth. (Place in clear containers near the edge to observe sprouting.) Use soil with: (a) insufficient nutrients, (b) adequate nutrients, (c) too many nutrients, (d) insufficient water (e) adequate water.	
	Plant some seeds on a sponge and observe the growth and spread of roots. (A potato in water can also demonstrate root growth.)	
	Have children trace outlines of one another on butcher paper at the beginning and at the end of the school year; in addition, height and weight charts of students may be kept at the same time to build awareness of growth.	Cross Reference Diseases & Disorders p. 64 Self-concept p. 35
	Discuss and dramatize the foods different animals eat. Visit a local farm if possible.	
	Have students bring small manageable pets and observe their eating habits. In addition growth charts may be kept on these animals.	Cross Reference Dental Health p. 114
	Discuss the need for young animals to drink milk. Perhaps a student will relate his experience with new puppies or kittens and explain the eating habits of the litter.	
	Discuss how we feel when we are hungry. Answers may include: unhappy, restless, tired, sick, etc.	Cross Reference Growth and Development p. 92

COMPETENCY: Students will conpare food and non-food items to identify where different foods come from and that a variety of foods are both enjoyable and nutritional.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Food comes in many forms.	Procure sample foods from school lunch supervisor and have students sit in a circle and pass various items around describing each one. Mix some non-food items with the food.	
Eating a variety of foods is enjoyable as well as important for good nutrition.	Have students list the foods their families especially enjoy. If some students haven't seen or eaten some of the foods discussed, arrange through the school lunch supervisor to bring that food to class for children to taste. Have a tasting party or ask school lunch to provide a daily menu using a wide variety of foods and dishes prepared as they are in other countries.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Have a tasting party to sample various kinds of foods and vegetables making sure some are familiar and some are unfamiliar. a. Foods normally cooked may be unfamiliar if uncooked (spinach, turnips, cauliflower). b. For younger children (grades 1-3) trying to identify food while blindfolded may add interest and enjoyment. Try to match foods with similar textures (lettuce and spinach, pear and peach, onion and apple, orange and lemon, raw green pepper and raw brocolli.) c. Taste dairy products--cheese, buttermilk, skim and whole milk, cottage cheese, ice cream, chocolate milk, cream, butter.	Cross Reference Dental Health p. 121

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Make a list of all the favorite foods in the class and add to this list as child expands food choices. Include in each student's "Getting to Know Me" folder.	
	As an added lesson, discuss the methods of eating used in other countries. Demonstrate and have children eat while holding the fork or spoon differently; use chopsticks or use no utensils on some dishes.	Self Concept p. 7

COMPETENCY: Students will determine which foods come from plant and animal sources, correlate and identify these foods with four basic food groups.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Food comes from two sources, plants and animals.	Have children build collages or mobiles depicting foods which: a. come from cows or other animals b. grow on a tree or vine c. grow in the ground d. are red, yellow, green, white, etc.	
	Have children create bulletin boards of favorite foods and classify them according to plant or animal sources.	
Knowing the four basic food groups is necessary for good nutrition.	Construct a "Good Food Train" from milk cartons using four cartons plus one for the engine. Paint or cover cartons and designate a food group for each. Have students place in the appropriate car.	Appendix "A" pp. 47-48 Cross Reference Disease & Disorders p. 64
	Make simple food mobiles showing: a. four basic food groups b. balanced meals c. unbalanced meals	Dental Health p. 121 Appendix "A" pp. 47-50
	Gather pictures of a wide variety of foods and have the class identify the food group. The class should help gather pictures. A collage can be made when pictures have become familiar, one collage for each.	
	Set up a store and have children "shop" for four food groups. A shopping list can be prepared and meals planned to add to the experience. Empty cans, boxes and pictures can be used.	

COMPETENCY: Students will be able to identify the four basic steps of food production and various methods of food storage.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are many steps and workers in the production of food.	Put one inch of whipping cream into the bottom of a baby food jar. Have students shake the jar until the cream turns to butter. Spread the butter on bread and discuss the process of breadmaking from the planting of grain.	
	Visit a school lunch kitchen or bakery and observe the baking of bread.	
	Plan field trips to a local dairy farm, cheese factory, packing plant and food processing plant and observe the stages of production.	
Foods can be preserved in different ways.	Have children compare and taste peas and other foods that are fresh frozen, refrigerated, canned and dried.	Cross Reference Disease and Disorders p. 64
	Visit school lunchroom or grocery store and observe the various methods of food storage.	

COMPETENCY: Students will be able to compare social expectations relative to eating.

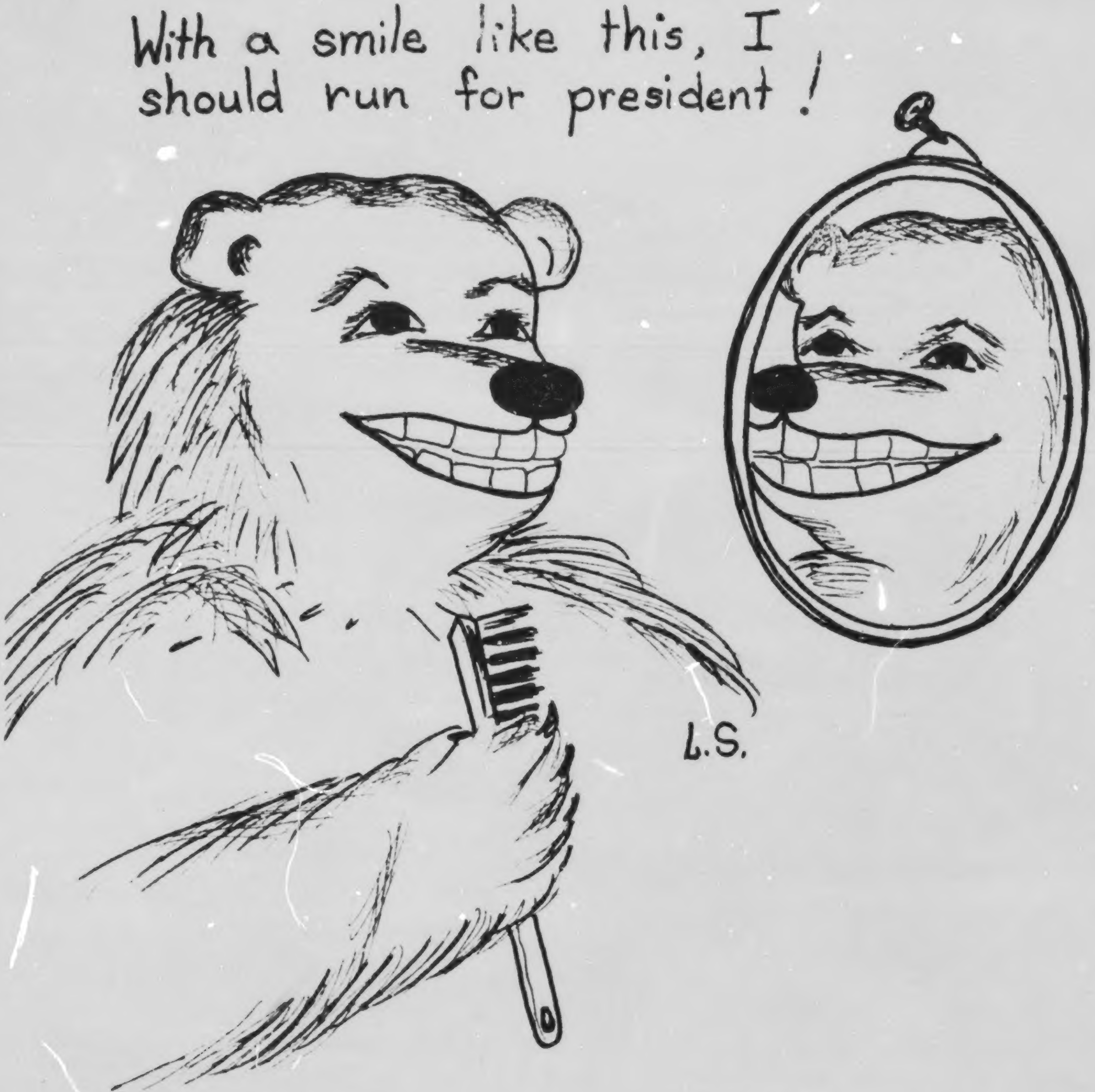
MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
A person's habits and attitudes about nutrition positively or negatively effect thier enjoyment of the meal.	Discuss student behavior in preparation for meals (hand washing, "cooling off" from play activities).	Disease and Disorders p. 64
	Demonstrate the proper use of a napkin at the table. Discuss small bites, eating slowly, elbows off the table, use of utensils.	
	Have students role play their expectations of eating habits.	Appendix "A" p. 31, pp. 51-54
	Discuss and compare proper and improper behavior at: (a) a home, (b) a restaurant, or (c) with company.	Cross Reference Self Concept p. 35
	Give each child the opportunity of setting the table. Draw a poster, diagram, etc.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Food supplies the energy needed for growth, work and/or play.	List various machines with which the class is familiar. Show pictures of machines being refueled. Show pictures of people eating.	Cross Reference Growth and Development p. 92
Food is fuel for human bodies.	Draw an analogy demonstrating the importance of using the proper fuel/food for each machine. Without the right food our bodies cannot perform properly.	
	Have students discuss, draw pictures or dramatize how they feel when they are hungry, e.g., restless, tired, sick. Compare to what happens to a machine when it runs low on its energy supply.	Cross Reference Self Concept p. 35

COMPETENCY: Discover and identify how behavior while eating can influence body processes in both a positive and negative manner.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Our emotions affect our eating habits.	Through role playing discover ways to encourage and create a relaxed mealtime. Using role play, use the following situations and discuss how a relaxed atmosphere affects the students during and after mealtime. 1. (S)He quarrelled with his/her best friend before eating lunch. 2. You broke a window before dinner. 3. Your mother and father are working and you are eating alone. 4. You spilled your milk. Brainstorm other situations where feelings affect eating habits. Have students eat lunch in the classroom creating a relaxed atmosphere.	Self Concept pp. 12-15,25,35


With a smile like this, I should run for president!
L.S.

DENTAL HEALTH

GRADES K-3

INTRODUCTION

Dental health plays an important role in successful school and life experiences. It affects physical and mental health, social well-being and the development of many skills.

Few children escape the destruction of dental disease, yet dental disease can be prevented. Treatment alone is not the answer. Prevention of dental disease requires the joint efforts of education, prevention, and treatment. Modern dental care, although better than ever, is not a substitute for daily care by the individual. You, the expert in education, can provide the knowledge and the continuous reinforcement necessary to influence students' health habits. You can help your students to a lifetime of good dental health by:

1. Helping each student recognize the importance of good dental health.
2. Helping each student accept dental health as an individual responsibility.
3. Helping each student develop the skills necessary to maintain a clean, healthy mouth.
4. Helping each student establish good dental health habits.

If a child learns good health habits at an early age, the probability of preventing disease is greatly increased. Most educational programs have increased knowledge of health concepts, but little permanent success has been achieved in improving health practices. Prolonged interaction and supervision are necessary to establish good health habits. We ask your help in teaching a dental health unit that can benefit your students for a lifetime.

193

194

COMPETENCY: Students will be able to name the functions of the teeth and explain why they are important.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Teeth are important.	Show film. Discuss the use of teeth for eating, speech and appearance.	Appendix "A" p. 55
Eating	Make a list, identifying foods which can be eaten without teeth and those foods which must be chewed.	Growth and Development p. 93
Speech		
Appearance	Have pupils who have baby brothers or sisters discuss the type of food infants eat and why.	
Physical Health	Have pupils say the alphabet, noting which sounds are formed by contact of the teeth with the tongue.	
Mental Health	Ask students to bring magazine pictures of people who have attractive smiles. To show how teeth affect appearance, black out the teeth on several pictures. Post the pictures on the bulletin board.	
Social Health		
	Have the class sing "All I want for Christmas is my two front teeth".	

COMPETENCY: Students will be able to name the parts of the tooth and the functions of the various teeth in relation to their form.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Teeth have structure.	Diagram a tooth and its supporting structures. Discuss the functions of each part.*	Appendix p. 56
	On a prepared diagram of a tooth, have students label the crown, root and neck.	
	Include dental words in spelling lessons.	
Tooth form varies with function.	Make a bulletin board display illustrating the types of teeth and their function: cut, tear, crush, grind.	
	Compare each type of tooth with a tool which performs a similar function. Demonstrate the function of incisors by cutting paper with scissors, cuspids by tearing a piece of cloth, bicuspids by using a nutcracker, and molars by grinding grain with a mortar and pestle.	Appendix p. 57
	Have students bring pictures of animals. Discuss the similarities between animal and human teeth; for example, the incisors can be compared to the front teeth of a horse or rabbit. Discuss how various types of animal teeth function in relation to the type of food eaten. Develop a bulletin board display of animals and their foods; cat - meat, cow - grass, squirrel - nuts.	Nutrition p. 99

* Anatomical teeth and jaw models can be obtained from various science equipment supply companies.

COMPETENCY: Students will be able to identify their primary teeth and tell why they are important.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Kinds and numbers of teeth vary with age.	Discuss the eruption and shedding of primary teeth. Have students bring shed teeth to class and examine them for vestiges of roots. Explain how erupting permanent teeth cause resorption of primary tooth roots.	Appendix p. 58
	Make a large smile for the bulletin board. Each time a class member loses a tooth, put his name on a paper tooth and position it within the smile.	
	List on the chalkboard the functions of the primary teeth and point out the importance of taking good care of them even though they will eventually be replaced. Discuss why the dentist often places a space maintainer if a primary molar is lost prematurely.	
	Have students look in a mirror and count their teeth. Lead them to the discovery that there are 20 baby teeth and that they will eventually have 32 permanent teeth. Identify the six-year molars. Emphasize the importance of these first permanent molars and the fact that they do not replace primary teeth.	
	Using a mirror and a prepared diagram of the teeth, have students make a personal dental chart by coloring the spaces which correspond to baby teeth, blue, permanent teeth, red, and leaving those spaces for which no teeth are present, uncolored.	Appendix p. 58
	Have students write an illustrated story or letter for their parents about the importance of the primary teeth and the first permanent molars.	
	Models of the primary and permanent dentitions can be made by students, using navy beans as teeth and modeling clay as the gums.	

COMPETENCY: Students will be able to define plaque in simple terms and explain the role of plaque in the initiation and development of dental caries and periodontal disease.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Plaque is the primary cause of dental caries and periodontal disease. Plaque is a sticky film of bacteria which is continuously forming on the teeth.	Bacterial Plaque: Have students examine their teeth in a mirror. Note how difficult it is to see plaque. Then have students chew disclosing tablets and re-examine their teeth in the mirrors, noting the areas of greatest plaque accumulation.	
	Tooth Decay;	
There are millions of bacteria present in the mouth, but these bacteria are not harmful to the oral structures until they are organized into plaque.	Make a bulletin board display of the Plaque-Dental Disease Formula (Chain of Dental Disease) and discuss what plaque is and how it causes dental disease.	Appendix p. 59
	To show the effect of acid on the teeth:	
Undisturbed plaque will grow on any tooth surface.	1. Soak a hard-boiled egg in vinegar (acetic acid) 12-24 hours. As the vinegar decalcifies the eggshell, it will become soft and the egg can be pushed through the opening of a bottle too small for it prior to acid exposure. Cleaned chicken bones can also be decalcified in vinegar.	
	2. Shed teeth from students or extracted teeth obtained from a dentist can be used to show the decalcifying effect of acids. Place a tooth in coke and observe for one to two weeks.	
	Have students role-play an acid attack on a tooth. One child represents a tooth and three children representing bacteria flit around and then join hands to represent organized plaque. Another student, representing sugar, is welcomed into the group and the "bacteria" begin dumping acid on the tooth.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Bacteria in plaque convert sugars, particularly sucrose, into acids which destroy the tooth resulting in tooth decay (dental caries).	To demonstrate the progress of dental decay, bring a firm apple to class. Punch a hole in it and then set it aside. After several days, cut through the apple where the hole was made and have the class observe the effect of decay. Compare the apple to the anatomy of a tooth and discuss the similarities in the decay process.	
Toxins produced by bacterial plaque initiate an inflammatory disease of the gums and supporting structures called periodontal disease.	Have students inspect their teeth for decay, using a mirror.	
1. Gingivitis - an infection of the gums characterized by bleeding, puffy gums.	Periodontal Disease: Review the supporting structures of a healthy tooth and discuss the progressive destruction of these structures by periodontal disease.	
2. Periodontitis - a destructive infection of the bone which surrounds the teeth, which eventually results in tooth loss.	Ask students if their gums bleed when they clean their teeth. Explain that bleeding is a sign of infection and discuss the early signs of gingivitis. Compare the gum's reaction to plaque with the skin's reaction to a sliver. Point out that removing the irritant allows the tissues to return to normal. Have students look in mirrors to check the health of their gums, noting contour and color.	

COMPETENCY: Students will demonstrate the ability to remove plaque from their teeth, as evaluated by disclosing tablets or solutions.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Plaque can be completely removed from the teeth by thorough brushing and flossing.	Brushing: Show film.	Appendix p. 55
	Demonstrate with a large set of teeth and a toothbrush, the proper way to clean the teeth. Emphasize correct toothbrush placement and technique. Discuss the recommended design of a toothbrush and the role of toothpaste in cleaning.	Appendix p. 60
	Invite the dental hygienist from the district health department to speak to the class and evaluate oral hygiene. The dental hygienist can return at the end of semester to re-evaluate.	
	To help the students develop the skills necessary to maintain a clean, healthy mouth, have brushing sessions daily for one week. Obtain toothbrushes for each student.* Have students practice brushing, using dry brushes and no toothpaste. If students have difficulty with placement and movement, concentrate on just a few teeth at first, until the brushing technique is mastered.	Appendix "B" p. 79
	To establish brushing as a habit, have students brush at least once a week for an entire semester. (Read "Albert and the Alligator" to the class.)	Appendix pp. 61-63
	Flossing:	
	Demonstrate on a large, flossable set of teeth, the correct way to use floss.	
	Younger students can be introduced to the concept of using floss to clean between the teeth but, in most instances, lack the manual dexterity necessary to floss without injuring the gums.	

*Toothbrushes, dental floss, etc. are available free from the Idaho Dept. of Health & Welfare, Dental Section, Statehouse, Boise, Idaho 83720 (384-2127).

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	To encourage cleaning of the teeth as a daily routine:	
	1. Prepare pictures for each child to color. Incorporate a number of spots or objects to be colored-in; for example, spots on a giraffe or apples on a tree. Each school day, the child colors-in a spot if he brushed before going to bed the night before. There should be enough spots for each chart to last a month. Charts can suit the season of the year and the interest of the students.	Appendix p. 64
	2. Have each student make a leaf or bird to put on a paper tree trunk displayed on the bulletin board. When the student brushes his/her teeth, (s)he can put the leaf or bird on the tree. When (s)he doesn't brush, (s)he must leave it on the ground.	
	3. Construct a "brushing house" for the bulletin board. Each student puts a picture (photograph or self-portrait) in a window. Window shutters are opened only if the student brushed the night before.	
	4. Make an oral hygiene chart. Divide the classroom into teams. Each team races toward a goal; for example, astronauts racing for the moon, or horses racing for the finish line, and the honor of being in the winner's circle.	
	5. Have students make "Plaque Fighter" badges and sing dental songs.	Appendix p. 65

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	To involve parents in the classroom plaque control program: 1. Send pamphlets home. 2. Invite parents to participate in the classroom plaque removal sessions. 3. Arrange an evening meeting to explain the program to parents. 4. Invite parents to a dental health program, extending invitations on a tooth made of heavy paper. Have students present a play, poems, or songs about dental health. Serve sugarless refreshments. 5. Ask each student to compose a letter to his parents, or make a booklet, outlining what (s)he has learned about dental health and diet. 6. Assign students to teach family members about plaque-control for the prevention of dental disease.	

COMPETENCY: Students will be able to outline the principles of a dentally-sound, well-balanced diet.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Diet and dental health are closely interrelated.	Basic Four:	
	Discuss the essentials of a well-balanced diet in terms of the basic four food groups. Have students name foods to fit into each group or sort a list of various foods into the appropriate groups.	Nutrition p. 103
	Ask students to collect and bring pictures of various foods. Using these pictures, have the class develop a series of display posters, showing meals for one day and including the recommended number of servings from each food group.	
	Trigger Foods: Discuss how foods high in sugar content trigger acid attacks and the fact that sticky foods prolong these acid attacks.	Appendix p. 65
	Have students name foods which are high in sugar content or circle high-sugar foods on a list of foods.	Appendix p. 66
	Snacks:	
	Have a "smart snacks" party. Serve: popcorn, crackers with cheese, carrot sticks, radishes, celery stuffed with cheese, apples, oranges and other fruits, beef bologna, unsweetened beverages, dry roasted peanuts, etc.	Nutrition p. 101

COMPETENCY: Students will be able to identify habits and activities which are potentially hazardous to oral health.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Safe practices can prevent dental accidents.	As a class project, list habits which can damage the teeth and gums.	
	Have a "safety hunt". Identify hazards; for example, drinking fountains, swings, thrown baseball bats, shoving.	Self-Concept pp. 23-24
	Have the students develop safety rules for home, playground, and school.	Safety pp. 149-152
	Discuss with the students action to take if a tooth is loosened, chipped, fractured, or knocked-out.	

COMPETENCY: Students will be able to define ways in which the dentist and his auxiliaries help people to have healthy teeth.

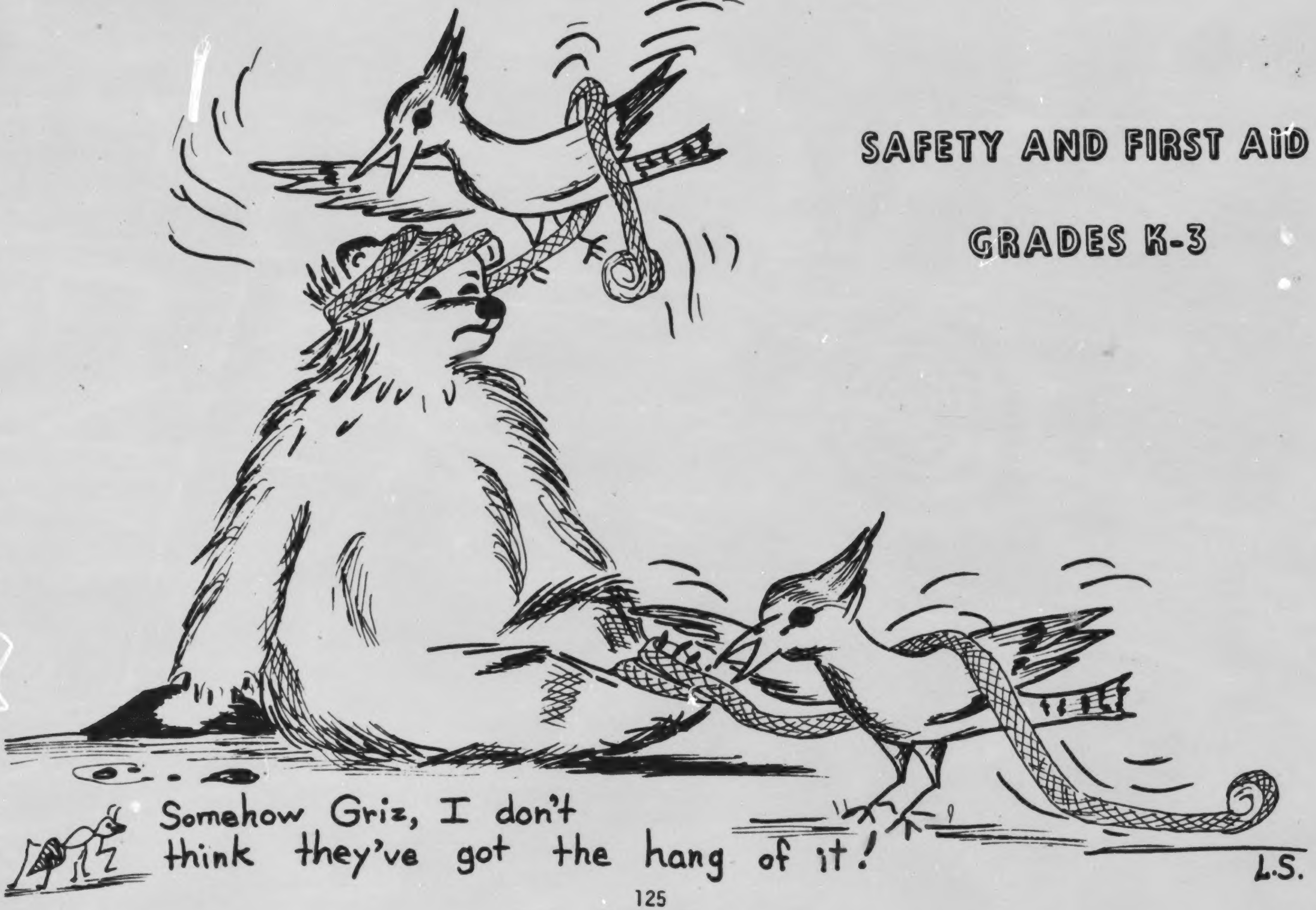
MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Dentists help maintain healthy teeth.	Have students act out a visit to the dental office. Pupils role-play dentist, dental hygienist, assistant, patient, and parents. Situations might include the cooperative patient, the neglectful patient, etc.	Diseases & Disorders p. 68
	Ask students to describe their dental experiences. Discourage exaggerated descriptions of pain and fear. Discuss common pieces of dental equipment, such as chair, light, x-ray machine, mouth mirror, explorer.	
	Invite a dentist or dental hygienist to visit the classroom.	

COMPETENCY: Students will be able to explain how teeth can last a lifetime.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Teeth are designed to last a lifetime; with proper care they will.	Make a dental "grab-bag". Place a variety of foods and items which are and are not good for the teeth in a box or bag. Let students draw one item out without looking and then explain its dental significance.	

SAFETY AND FIRST AID

GRADES K-3


Somehow Griz, I don't think they've got the hang of it!
L.S.

INTRODUCTION

Safe living in contemporary society poses challenges to all Americans. Accidents are the leading cause of death of children in the nation, and when all ages are considered, accidents rank fourth as a cause of mortality in the United States.

Since the safety attitudes developed during the early school years are crucial to the child's behavior as an adult, the elementary teacher occupies a unique position in safety education.

The physical, mental, social, and emotional needs of the elementary child often lead to unsafe behaviors that constitute safety hazards to the individual and his group. Essentially, the safety program should be planned to serve the needs of growing children while protecting them from physical harm.

Children should understand the purposes of safety education and must be made aware, but not unduly fearful, of the hazards of their environment. They must be guided in recognizing and responding to the dangers that surround them.

Safety instruction should be stressed during regular class periods and should be integrated with every activity of every school day. As a result of this constant emphasis on safe living, elementary children should develop the attitudes, knowledge, and behaviors necessary for safe and effective living throughout their lives.

The pupil in grades K-3 should:

- recognize that virtually all accidents are preventable.
- identify common safety hazards in his home, school, and community.
- identify those behaviors that will enhance the safety of himself and others.
- identify persons whose primary role is to promote safety in the school and the community.
- identify that seasonal and holiday activities often involve special risks to individual and group safety.
- compare the interrelationship of safety with mental and physical health.

COMPETENCY: Students will identify the safety procedures and precautions for pedestrian and traffic safety.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Traffic and Pedestrian Safety	The Idaho State Department of Education (Driver Education Division) has just completed a curriculum guide entitled "Integrated Performance Program for Traffic Education". Individual packets, by grade level, are available from the State Department of Education pertaining to Traffic and Pedestrian Safety.	
Pedestrians have certain rules and responsibilities.	The term "pedestrian" should be explained to children, since it is very likely that they have never before encountered the word.	
	Have students cut out circles to resemble traffic lights. These can be labeled--green-go; yellow-caution; red-stop.	
	Entering a street from between parked cars or from behind obstructions is exceptionally dangerous because the approaching driver does not see the pedestrian approaching the road.	
	Dramatize "Lost Child Game". One child is lost and another is a policeman. (Each child reviews home address, telephone number, and name. Learn how to use a phone.)	
	Construct a map of the school area and let children plan the safest way to and from school.	
	Where sidewalks are available, pedestrians should never walk in the streets.	
	Where sidewalks are not available and pedestrians must use the side of the roadway, they should follow these rules:	
	1. Walk facing oncoming traffic.	
	2. Keep off the pavement, and as far to the side as possible.	
	3. At night, wear light colored clothing, and/or carry a light.	
	4. If walking in a group, walk in single file.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS | **SAMPLE LEARNING EXPERIENCES** | **REFERENCES**

Have the adult crossing guard or local traffic policeman speak to the class.

Take newspaper photographs of people crossing at the intersection and have a discussion asking such questions as, "What are these people doing correctly?"

Have pupils use toy automobiles and portable traffic lights to show how traffic is controlled.

Discuss what to do when approached by a stranger in various situations.

Safety precautions concerning strangers:

1. Do not accept gifts or rides.
2. Do not play alone in empty buildings or in alleys.
3. Report any type of molesting.
4. Keep a safe distance when a stranger asks a question.

Cross Reference
A.I.D. p. 49

Have children make traffic sign posters. Discuss the safety meaning of these signs.

Plan with teacher a quiet time just before dismissal to create a happy frame of mind before starting home; discuss why this is important.

Make up pedestrian nursery rhymes.

Sample pedestrian nursery rhymes.

1. Mary, Mary, quite contrary, didn't watch out as she crossed,
   Along came a car, and knocked her so far
   That contrary Mary got lost.

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	2. Hickory, Dickory, Dock, Don't cross in the center of the block.	
	3. Jack be nimble, Jack be quick, Jack jump over the candlestick, Stay on the sidewalk, as you play, Streets are for cars, so keep away.	
	4. Little Bo Peep wears clothes that are white, So drivers will see her as she walks at night.	
	5. Little Jack Horner, crossed at the corner, he knew his safety rule: "Cross at the green, not in between," when walking twixt home and school.	
	6. Ten little Indians, standing in a line, One ran out between parked cars and now there are nine.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Automobile passengers also have certain safety rules.	Discussion: Why does the safety-conscious passenger enter an automobile on the curb side? Why lock all doors before the automobile is put in motion? Studies show locked doors do not open on impact. Thus, passengers have less chance of falling out of the vehicle. Demonstrate how to release and fasten a seat belt. Have children report on the various safety features of their family's or neighbors' autos. Discuss the suggested partial list of rules for passengers: 1. Seat belts must be fastened before the car is put in motion. 2. If vehicle has no seat belts, everyone must sit back against the seat. 3. No one should shout or yell. This may distract the driver. 4. Everyone must keep hands, head, and possessions inside the car windows. 5. All doors must be locked when the car is in motion. 6. No hard, sharp-edged, or heavy toys should be used when riding. 7. No lollipops or ice cream on a stick should be eaten while riding in the car. 8. Children should ride in the back seat to avoid being thrown against the dash board and through the windshield on a sudden stop.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS | SAMPLE LEARNING EXPERIENCES | REFERENCES

The following activities are helpful in teaching pedestrian safety.

Physical Characteristics:

Reaction time for pedestrians.

Demonstrate the "Dollar Bill" experiment. Call a child to the front of the classroom. Tell the class (s)he will help you explain a traffic safety rule using a crisp dollar bill. Have the child extend his/her thumb and forefinger slightly apart, so that the dollar bill which you hold at the tip fits between his/her thumb and forefinger at the center of the bill but not touching. Tell the student to watch the dollar bill closely and that you are going to drop it without saying when. It is his/her job to catch the bill when it falls. Ask the student if (s)he thinks (s)he can. ((S)He can't.) Let another child try. ((S)He fails.)

Make the point that no one can catch the dollar bill because it takes time for the eyes to "tell" the brain what they see and for the brain to "tell" the muscles of the thumb and finger what to do.

Tell the class this is one of the reasons for the basic rule:

Keep from behind parked cars. The driver may see us at the last moment but because of the time it takes the brain to tell the muscles what to do, the car may hit us before (s)he can stop it.

Ask for other situations which may be dangerous because of reaction time.

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS | SAMPLE LEARNING EXPERIENCES | REFERENCES

Sketch on the chalkboard an elementary representation of the nervous system (on a stick figure) indicating "path" connections between eye and brain and muscles. Have children trace path of impulse from eye to brain to muscle. Does this take time? What meaning does this have in traffic situations?

Momentum

Have two children come to the front of the room and face the class, "inner" arms stretched out toward each other, fingers touching. Have a third child try to walk through the "barrier;" the two children trying to stop the third child.

Let the class develop the understanding that it is much harder to stop a fast moving object.

Bring out traffic applications. Explain about the energy of a moving object. Read references in elementary science texts on kinetic energy.

Play the game, "Rover, Red Rover," at recess. Experiment with walking and different running speeds to show ease or difficulty in breaking through. Develop traffic implications.

Stopping distance

With a brake reaction detonator, have a group from the high school driver education class conduct a demonstration on stopping distance. Develop tabulations of reaction and braking distance for 10, 20, and 30 mph.

Have children walk all distance as they are being measured. Ask them for ideas as to why braking distance increases much faster than the speed of the car increases.

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Stopping distance (momentum and reaction time). Have your students figure out what 30 mph is in feet per second (60 mph = 88 feet per second). Then have them figure out the reaction time distances for various speeds, assuming a 3/4 second reaction time. Have them figure out the reaction distances at 30 and 60 mph if the reaction time is one second and 5/4 second.	

COMPETENCY: Student will identify the steps involved in School Bus Safety.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
School Bus Safety	The Idaho State Department of Education (Driver Education Section) has completed a Curriculum Guide entitled "Integrated Performance Program for Traffic Education." Individual packets, by grade level, are available from the State Department of Education, pertaining to School Bus Safety.	Appendix "A" p. 70
School bus passengers have certain safety rules and responsibilities.	Discuss local school policies for school bus passengers.	
	Have children color a drawing of a bus, showing lights and safety markings.	
	Have children practice safe methods of boarding and leaving a school bus.	
	Have the school transportation supervisor speak to the class.	
	Have the children give a skit showing good conduct on a school bus.	
	Discuss these suggested school bus rider rules before boarding:	
	1. Be on time at the designated school bus stop. 2. Stay off the road while waiting for the bus. Conduct yourself in a safe manner while waiting and respect the property of others. 3. Wait until the bus comes to a complete stop and the driver signals you to enter. 4. Be careful in approaching bus stops. 5. Walk onto the bus.	Cross Reference Self-Concept p. 19
	Dramatize safe bus behavior. Arrange chairs to represent the bus. Show the correct way of boarding, riding, and leaving the bus, and crossing in front of bus.	
	Discuss respect and obedience for bus drivers and patrols.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are certain rules to follow while riding on the school bus.	Discuss these suggested rules while on the bus: 1. Keep hands and head inside the bus at all times. 2. Do not eat on the bus--keep the bus safe and sanitary at all times. 3. Do not do any loud laughing and talking because it may divert the driver's attention and could result in an accident. 4. Treat the bus equipment as you would furniture in your home. 5. Do not tamper with any of the equipment on the bus. 6. Do not leave books, lunches, or other articles in the bus. 7. Keep books, lunches, and other articles out of the aisles and off the floors. 8. Do not throw anything out of the windows. 9. Remain seated while the bus is in motion. 10. Do not "horseplay" in or around the bus. 11. Be courteous to the driver and to fellow pupils and riders. 12. Maintain quiet when approaching a railroad crossing so that the driver can hear an approaching train. 13. In case of emergency, remain in the seat unless otherwise instructed by the driver.	
Safety precautions are necessary even after leaving the school bus.	Discuss these suggested procedures for crossing the road when leaving the bus: 1. Cross the road, when necessary after getting off the bus, at least ten feet in front of the bus, but only after looking to be sure that no traffic is approaching from either direction. 2. Help to look after each other. 3. Be alert to the danger signal from the driver. Children should learn the skills involved in getting to and from school safely.	

MAJOR UNDERSTANDINGS AND CONCEPTS

SAMPLE LEARNING EXPERIENCES

REFERENCES

Emergency bus drills can save a life if a real emergency occurs.

Have the pupils discuss emergency bus drills.

Have a teacher ride with pupils to get them acquainted with procedures.

The following procedures are suggested:

1. Have pupils board the bus and be seated. Have instructor explain to pupils the following:
    a. The importance of remaining calm.
    b. Location of the first aid kit.
    c. How to use the first aid kit.
2. Explain how to conduct themselves at the scene of the accident:
    a. Follow the instructions of the driver.
    b. Stay off the highway.
    c. Do not light matches.
    d. Do not move any injured individuals.
    e. If the bus overturns, care should be taken not to step on or move the injured passengers.
    f. Always be on the lookout for broken glass, sharp pieces of metal, and the danger of fire.

Certain windows that are labeled "exit" can be opened.

COMPETENCY: Student will be able to recite regulations and equipment required for Bicycle Safety.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Bicyclists must follow laws for their own safety.	The Idaho State Department of Education (Driver Education Section) has just completed a Curriculum Guide entitled "Integrated Performance Program for Traffic Education." Individual packets, by grade level, are available from the State Department of Education, pertaining to Bicycle Safety. Let the pupils make a list of bicycle laws in accordance with their grade level. The National Committee on Uniform Traffic Law and Ordinances, Article XII, Regulation for Bicycles: 1. No bicycle should be used to carry more persons than it is designed to carry. 2. Every person riding a bicycle shall ride nearest the right hand shoulder of the road--exercising due care when passing a standing vehicle or one proceeding in the same direction. 3. Persons riding on the roadway should not ride more than two abreast. 4. No person operating a bicycle shall carry any package, bundle, or article which prevents the rider from keeping at least one hand on the handle bars. 5. No person shall ride a bicycle on the sidewalks in a business district.	
In order to be safe bicycles must have specific equipment.	Have group discussion of required equipment. Section 49-745 (Idaho Code) - Uniform regulations for bicycles: 1. Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least 500 feet to the front and with a red reflector on the rear of a type approved by the department which shall be visible from all distances from 50 to 300 feet to the rear when directly in front of lawful upper beams of head lamps on a motor vehicle. A lamp emitting a red light visible from a distance of 500 feet to the rear may be used in addition to the red reflector.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	2. No person shall operate a bicycle unless it is equipped with a bell or other device capable of giving a signal audible for a distance of at least 100 feet, except that a bicycle shall not be equipped with nor shall any person use upon a bicycle any siren or whistle.	
	3. Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.	
	Ask a policeman to talk to the group on the "why" of safety.	
	Discuss accident reports involving bicycle and auto; or bicycles and pedestrians.	
	The National Safety Council, Accident Facts, points out "Four out of five fatal accidents with bicycles are believed associated with unsafe practices. The most significant of the violations were proceeding without having the right of way, and improper turning. Others high on the list include ignoring stop signs or signals, riding in the center of the street or too fast, carrying an extra rider".	
A comprehensive school and community program can be an important part of a bicycle safety program.	Conduct a bicycle inspection day.	
	Conduct a bicycle safe riding course.	
	Review school and community rules affecting bicycles (and licensing); formulate a bicycle safety code and display prominently in the building.	
	Report on first-hand experiences with bicycle accidents. Determine safety practices which might have prevented them.	
	A complete bicycle safety program is suggested:	
	1. Have school attorney check legislation to enable the teachers to conduct a bicycle safety program.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	2. Service clubs and PTA can assist the teachers. 3. The school can conduct knowledge tests. 4. The school should register all bicycles--central file. 5. The police can inspect all bicycles entered into competition. 6. Police and PTA's can conduct skill tests. 7. Service clubs can present bicycle stickers for the rear fender. 8. Police or school administrator can present certificate of completion of the program. 9. Bicycle racks and locking devices are needed.	

COMPETENCY: Student will identify local resources for fire safety and procedures for safe fire drills.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Fire Safety	Deaths resulting from fire number 7,000 a year in the United States. Many fire deaths are caused by asphyxiation.	
There are benefits of fire in certain situations.	Discussion: Follow up with a list on the chalkboard: Benefits and dangers of fire.	
Fire has many causes.	Make a scrapbook of the fires reported in the local newspaper. Make a list of the causes and probable causes. The causes of fire may be listed as: 1. Playing with matches. 2. Faulty heating equipment. 3. Improper use of electricity. 4. Open flames and sparks. 5. Flammable liquids and explosives. 6. Defective and over-heated chimneys. 7. Accumulated rubbish. 8. Spontaneous Ignition. Arrange a field trip to the local fire department. Demonstrate the use of fire extinguishers on various types of fires. Before visiting the local fire department, be familiar with the: 1. location 2. functions 3. personnel (staff, volunteers) 4. equipment 5. organization	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Fire drills can prepare people in the event a real emergency occurs.	Discuss the basic procedure in a fire drill: 1. Detection of a fire. 2. Sounding of the alarm. 3. Evacuation of the building. 4. Control of the fire. The pupils should understand the use of the fire doors; correct way to leave a smoke-filled room; proper method of putting out clothing fires; correct conduct at a fire; traits of a good fireman. Practice a fire drill. Assign door holders, marshalls. The teacher with record book is last to leave the classroom. Someone should be responsible for handicapped children. The teacher should call the role and report to the principal. Discuss safety practices related to all rooms and areas of school such as lavatory conduct and courtesy. Demonstrate how to enter and leave the building. (Avoid pushing, shoving, and tripping; keep hands to ourselves; single file; open doors properly; keep shoes tied; wear scarves properly; keep hat off forehead and eyes.) Children should be instructed not to talk during a fire drill so that commands may be heard by everyone. Seeing that everyone leaves the building safely during a drill is as important as the timing of the drill.	Appendix "A" pp. 75-76

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are certain things to do when reporting a fire.	Ask the local fire department to supply a dummy alarm box for practice purposes.	
	Practice reporting a fire with a practice telephone which can be secured from the local phone company.	
	Obtain a speaker from the local fire department.	
	Have the fire apparatus visit the school.	
	Ask pupils to report on recent fires.	
	Children could be taught the fire triangle.	
	When one of these is taken away, the fire will go out.	
False alarms are dangerous and expensive.	Have a fireman talk to the class on the dangers and cost of false alarms.	
	Perpetrating a false alarm is punishable by a fine and possibly a jail sentence, or both. The person doing so may be responsible for someone's death.	
	The National Fire Prevention Association reports the total loss from fire in the United States each year is over one billion dollars. Each year there are about 3,500 reportable school fires.	

COMPETENCY: Student will identify safety features and relate hazards in the home and neighborhood.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The home has many safety and accident features.	Have pupils use a model home construction. Point out safety features and accident features. Use puppets to depict hazards and safety procedures. Make safety posters.	
Falls are one of the major causes of injury.	Discuss some causes of falls and ways of preventing them. Have the children list some reasons for falls. Suggested topic areas for falls: 1. Scattered toys. 2. Playing on stairs, banisters and furniture. 3. Climbing skills, trees, unlighted cellar steps, boxes, and the like. 4. Disposing of fruit peels. 5. Use of handrails. 6. Spills. Bring in newspaper clippings of home accidents due to falls.	
Fire and burns can be prevented.	Have pupils tell of accidents they know have occurred in home, and tell how they might have been prevented. Suggested topic areas for burns: 1. Playing with matches. 2. Playing near stoves, bonfires, open fireplaces, and utensils containing hot liquids. 3. Tipping pans and skillets to see what is in them. 4. What to do if burned. 5. What to do in case of fire, have children and their parents conduct an "at home" fire drill.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Electrical equipment can be helpful or dangerous.	Have children draw a floor plan of their home. Discuss ways to prevent accidents by good lighting, etc.	
	Suggested topic areas for electrical equipment: 1. Playing with electrical appliances and equipment. 2. Dangers of cords and sockets. 3. Dangers of light switches and chains in bathrooms.	
	The local electrical company has materials on electricity and safety.	Cross Reference A.I.D. pp.44-47
Knowledge of poison signs can save your life.	Have the pupils make a list of household substances used in the home that may be poisonous.	
	Compare labels of several typical household substances. Point out the distinguishing features for poisons.	
	Suggested topic areas for poisons: 1. Dangers of curiosity of exploring contents of bottles and small containers. 2. Taking unidentified pills from other children. 3. Dangers of sprays and aerosals. 4. Recognizing poison labels.	
	An overdose of a common medication, such as aspirin, causes innumerable deaths in young children.	
	Use the bulletin board for a display of pictures of poisons that may be found in the home.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Safety precautions are necessary when we are around pets and other animals.	Cut out articles about animals and safety; i.e., biting, rabies, etc. Have a veterinarian talk to the class. Precautions in playing with animals: 1. Do not tease animals. 2. Be cautious when approaching animals. Do not startle them. 3. Animals may be dangerous if their offspring seem to be threatened. 4. Do not play with pets when they are feeding. Give reasons why one should not pet strange animals. Bring pictures and relate stories concerning incidences where animals have reacted to strangers.	
Asphyxiation can be the result of playing with such items as plastic bags or unguarded unused refrigerators.	Discuss the dangers of: 1. plastic bags Thin plastic bags are very dangerous and cause hundreds of deaths in the United States each year. They should not be used on babies' cribs. Tie a knot in the bags when through with them and discard immediately. 2. unguarded, unused refrigerators Unguarded, unused refrigerators should have doors removed. 3. Abandoned buildings. 4. Choking Discuss the Heimlich Maneuver for saving choking victims (Information available from Red Cross).	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Identifying neighborhood hazards can help save many lives.	Have students tell about hazards in the neighborhood and how they can be eliminated or minimized. Neighborhood hazards: 1. excavations 2. railroads 3. creeks and rivers 4. dumps 5. irrigation canals and ditches 6. strangers a. accepting gifts b. giving information c. sexual attacks including molestors & exhibitionists 7. burglaries	
Knowing how to obtain assistance in an emergency can save a life.	Demonstrate the use of a telephone to get assistance. You'll find a place inside the front cover of most phone books for listing emergency numbers for police, fire, ambulance, and 911 Emergency Service (if available in your area). The fastest method of obtaining assistance may be by dialing the operator. (Dial 0.) Discuss what to do if an accident happens at school when there is no adult present. Each student should learn that in an emergency, injured persons may be helped by keeping them comfortable and warm. Do not try to move them; make sure they have plenty of air to breathe and secure medical assistance. Make sure students know their home phone number and encourage children to always call home if they're going to be late, and carry change for emergency calls.	

COMPETENCY: Students will identify school safety components, potential hazards and basic prevention skills.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We have certain safety rules and responsibilities in school as well as at home.	Ask the following to discuss safe practices: 1. custodian 2. member of safety patrol 3. school nurse-teacher The proper techniques for passing through corridors at dismissal time should be supervised and taught. Establish a routine for conduct at the drinking fountain. Demonstrate the proper way to drink from the drinking fountain, taking turns as a safety measure. Other suggested activities: 1. sing a song about safety 2. have a "safety day" 3. make a "be careful" scrapbook with pictures of people doing unsafe things Suggested song: "Sing a Safety Song" - Tune "Yankee Doodle" "Oh, let's obey the safety rules And add some for good measure At school, at home, and on the playgrounds, We'll have our share of pleasure. Chorus Girls and boys remember what Safety rules are made for. Keep them all or else someday In sorrow they'll be paid for."	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The school plant has many safety features.	Conduct a field trip in the school building to observe safety features of the plant. Safety features found in the school plant may include: handrails, mats near doors, fire equipment, safety door locks (crash bars) that open from inside, good lighting, wide corridors, waste receptacles, mats in gymnasium, etc. Review reports on accidents and consider how they might have been prevented. Discuss the reasoning for mopping up spilled liquids on the floor. Use the lunch room as an example. The teacher should study the school's Accident Reports to see how children are being hurt and plan lessons accordingly. Grab Bag Game - Fill a large bag with pictures of various items. Hve the pupils select a picture such as scissors, matches, sharp instruments and have them tell how each should be handled safely.	
Some potentially hazardous objects are commonly used in classrooms.	Use flannel board to show pictures of sharp objects and other materials used in the classroom which may be dangerous, such as paint, paste, etc.	
Follow the good safety rules for school.	Use bulletin boards to point out safety rules in school. Good Safety Rules 1. walk - don't run 2. keep aisles clear 3. return all materials to proper places, etc. 4. stoop to pick up objects, instead of bending at the waist	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Dramatize how the lack of courtesy may cause confusion and danger on stairs, at drinking fountains, etc., and cause others to have accidents.	
	Give a demonstration of proper use of playground equipment.	Appendix "A" pp. 68-70
Playgrounds can be hazardous places unless certain safety rules are followed.	Have the children examine the equipment and discuss possible hazards.	
	The playground supervisor should be present on the playground during assigned hours for student safety. For example: 1. Guard against pupils running into swings, etc. 2. Make sure the child has a good grip with thumb around the monkey bar when climbing. This prevents hand slipping. 3. Inspect the slide and allow only one pupil to climb up at a time. The danger spot is usually when the pupil reaches the bottom of the slide where he may sustain leg and ankle injuries.	
	Select a playground leader each week to check the play area. This child should report his/her findings to the teacher.	
	Visit designated play areas and discuss rules for the use of area equipment. Demonstrate how to use swings, slides, teeter-totters, and other equipment. Ask the physical education teacher to demonstrate correct way of handling ropes. (Use safety factors as they relate to physical education.)	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Ask the elementary physical educator to demonstrate the basic skills needed during physical activities to prevent accidents.	
	Many accidents in the school occur during free play. Some accidents happen because of the nature of the activity such as running, jumping, speed, etc. The teacher must recognize and guard against accidents in each activity.	
	Let the children formulate ways to reduce the number of accidents.	
	Pupils should be cautioned against running without looking where they are going.	

COMPETENCY: Students will identify basic safety skill in sledding, skating and skiing.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Wintertime activities require special safety precautions.	Have posters made showing safe sledding practices. Sledding should be done in a safe area. Some cities close a street for sledding. Schools which have a sledding area should use this during school hours with proper supervision. Sledding is safer away from trees. If a sled is designed for one person, it should only be used for one person at a time. When used properly, separate paths for going uphill and downhill can prevent sledding accidents. Warm and comfortable clothing should be worn when sledding, skating, or skiing. Skate only where the ice has been tested for thickness and and strength. Don't skate alone. Use a skating rink, where supervision exists, if available. Skiing should be done only by those who have prepared their bodies for skiing. Fundamentals are necessary before skiing is accomplished. Ski only in a safe area with no rocks or stumps. One should not attempt what others do unless one has perfected the necessary skill. Safety bindings are important in safety. Ski in a familiar area. Do not venture out of ski area. Discuss why you should ski with a friend.	

COMPETENCY: Student will recognize and compare safety skills in kite flying, swimming, boating, camping, and hiking.

MAJOR UNDERSTANDINGS AND CONCEPTS | SAMPLE LEARNING EXPERIENCES | REFERENCES

Spring and Summer recreation also require certain safety rules.

The local power company has materials on this subject.

Stress:

1. No metal on kites or twine, use only string.
2. Stay away from power lines, TV and radio antennas.
3. Do not climb to retrieve a kite.
4. Do not attempt to get a kite from a power line by reaching or climbing the pole, etc.

Demonstrate what to do and what not to do when someone else is in trouble in the water.

One in every four drownings occurs to recreational swimmers.

Rules - Know your limitations

1. Swim only in a supervised area where a qualified adult or lifeguard is on duty.
2. Keep clear of the area under the diving board.
3. Observe all signs and regulations.
4. Know the depth of the water.
5. Don't swim alone.
6. Farm ponds can be dangerous.
7. Do not use floatation equipment where you would be in trouble if it failed.

Make posters showing safe boating practices.

Safe practices:

1. Sit still in a boat.
2. Do not overload a boat.
3. Wear life preservers.
4. Don't distract the operator.

273

274

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
When camping or hiking safety rules can be the difference between an enjoyable or disastrous trip.	Make posters such as "Smokey the Bear". It is best to adhere to these regulations when camping and hiking: 1. Keep with the group, facing the traffic. 2. Wear suitable clothing, shoes, sun hat. 3. A first aid kit should be included. 4. A compass is a necessity. 5. Be sure that drinking water is safe. 6. Poison plants should be avoided (poison ivy, poison oak, poison sumac). 7. Do not eat fruit and vegetation that are unfamiliar. 8. Put out all camp fires when leaving the camp. Create imaginary accident situations in recreation activities and have pupils demonstrate simple first aid procedures they might follow.	

COMPETENCY: Student will identify the safety skills for holidays and special events and demonstrate the precautions needed for these special occasions.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Holidays are also times for special safety rules.	Because of the excitement children tend to forget safety at holiday time.	Appendix "A" p. 70
Halloween	Demonstrate how to equip a jack-o-lantern with an electric light bulb or flashlight instead of a candle. Every year children are traffic victims because motorists do not see them. Masks should allow good visibility for the pedestrian. Discussion: 1. Why is "trick or treat" fun? 2. How can we make it safe? Precautions in planning games such as "trick or treat": 1. Have an adult accompany the child. 2. Visit only houses or apartments where occupants are known. 3. Do not eat food or other edibles that do not have a protective covering or that can not be washed.	
Conservation Day	Children should be taught that some pets, such as rabbits should be handled very little. Animals need food, water, and a clean habitat. Have students read stories about animals and report on some habits of animals. Make a list of animals in your school area.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Safety precautions: 1. Do not tease animals. 2. Animal scratches or bites need immediate attention. Wash with soap and water immediately and seek medical advice from proper authorities. Animal bites can cause rabies.	
Independence Day	Obtain newspaper or other sources of reported injuries caused by improper use of fireworks. Since the outlawing of these dangerous devices, reported accidents are at a minimum. Some fireworks are still entering the State of Idaho from other countries and states that do not have laws prohibiting their use.	
Vacation driving	Children should be shown how to use seat belts and told why they must be worn. The dangers of rough playing in a car should be emphasized.	

Disasters

Forest Fires
Heat Waves
Tornadoes and Thunderstorms
Hurricanes
Floods
Winter Storms
Earthquakes and Tidal Waves
Technological Failures and Emergencies
Environmental Pollution
Nuclear Disaster

All of the above areas are covered in detail in a free booklet "Four Chances to Live", 1972 Ed. from the following agency:

Bureau of Disaster Services
Len B. Jordan Office Bldg. (SLCPIP)
650 W. State St.
Boise, Idaho 83720

There is also a teacher's manual available.

APPENDIX 'A'

TO THE TEACHER

When a boy or girl feels that he is not wanted or that he doesn't have a fair chance, he may try to get rid of this feeling by bragging a great deal, bullying, teasing, or by any number of ways. The important point we want to note is that behind the behavior there is some motivating force the person is trying to satisfy and he may use any one of many methods.

INTRODUCTION

Today we have a story about a little boy who was unhappy, even on his birthday. Let's see why he was unhappy and what happens when the boys and girls find out more about Jimmy.

JIMMY'S BIRTHDAY

Today was Jimmy's birthday. He awoke very early in the morning and remembered he was eight years old, quite a grown-up age. He thought about the party he had gone to at Helen's house a week ago and wondered if he would ever have a party. Jimmy's mother and father were very busy people and they did not have time to give parties for their son. Besides they were away on a business trip for a few days and Jimmy was staying at his aunt's house. His aunt did not seem to want to bother either.

"I guess I'll get up and see what I got for my birthday," said Jimmy. He knew that there would be wonderful presents downstairs for him. He dressed and ran downstairs. Sure enough, at his place at the table there were eight beautiful packages, one for each year.

"Oh, a new sweater--and a basketball," yelled Jimmy, "and books and games and a chemistry set." But to himself Jimmy thought, "I wish I had someone to show these to. It isn't much fun playing ball by myself. I guess I'll take my chemistry set to school."

Most boys would have been very happy with all the gifts Jimmy had. Jimmy was happy, too, in a way, but he was lonesome. He hurried through his breakfast and started to school. On the way he met some of the boys from his class.

"Hi, Billy and Dick," said Jimmy. "Look what I got for my birthday and I got a red sweater, two books, a game and---"

"Oh, go away," said Billy. "You're always bragging about all your things. We're tired of listening to you."

This made Jimmy very angry--that is, he acted angry and gave Billy a shove. Inside he really felt bad because he thought the boys did not like him. He did not know that they thought he was bragging all the time.

The boys ran away from Jimmy laughing. Jimmy ran after them, and as he was very strong and quick, he ran ahead of the others in a jiffy. Billy and Dick did not like this either.

"That Jimmy thinks he is the whole show. He always thinks he can do everything better than we can. I don't like him." said Dick.

"That's right," said Bill, "Look at him over there. He has been going around bothering all the kids on the playground."

And it was true. Jimmy had wanted to find someone to talk to about his birthday. He had tried to tell the girls who were jumping rope. They were not interested. He ran to the boys who were playing marbles. They were busy with their game and did not ask him to play with them. He felt more left out all the time, but the children did not know this. They thought he was trying to show off.

Finally, the bell rang and the children went in and took their seats. Several times during the morning Jimmy interrupted the class by trying to tell them about his new chemistry set. Since Jimmy usually had more to say than anyone else, Miss Jones did not listen to him. She said, "Get to work, Jimmy. Let's not have any more talking until your work is finished."

At recess, the children were going to choose teams to play ball. No one would choose Jimmy. They did not want him in the game at all.

"Miss Jones, you just have to do something about Jimmy. He won't let us get a word in edgewise. He just butts into everything," said Bill.

"I started to call off the names of those for my team and did not want Jimmy. Then he said he was going to be the pitcher," said Dick.

"It makes me so mad," said Larry. "Please keep him in or make him stop."

Miss Jones felt she must do something about Jimmy. He did not play well with the rest of the class and he did want to show off. Miss Jones kept thinking--what could be Jimmy's reason? Is it because he hasn't learned how to play with others? Is it because his parents spend little time with him? Perhaps I can find out more about him.

Aloud Miss Jones said, "I'll talk with Jimmy."

And so the children ran outside. "Go on inside, Jimmy," they shouted. "Miss Jones wants to see you."

Jimmy went in the schoolhouse slowly for he knew what usually happened. "I suppose she'll make me stay in for recess," he said under his breath. He felt all the more lonely and anxious to get the children to play with him.

Miss Jones was wondering what made Jimmy act as he did. She did not scold him. Instead, she talked to him about his birthday presents and a birthday party. Jimmy told her he was not going to have a birthday party.

"Mother and Dad are on a trip," said Jimmy. "I never have anyone to play with at home. The kids here at school don't seem to like me, either." Jimmy was almost crying.

When Miss Jones heard this, she knew it would not help to scold Jimmy. He would probably feel that no one was interested in helping him if she did that. He needed someone who would understand him and help him make friends.

She looked at his new chemistry set. The class was studying about clouds, rain, and snow. Surely they could find some way to try out the new set.

"Jimmy, why don't you ask several of the boys to help you find something you can do with your chemistry set? I will help you, too," said Miss Jones.

Jimmy felt much better, Miss Jones called in some of the boys and girls to talk over the plan with her. They were very interested. She let Jimmy go outside again, and then she told the boys and girls about his birthday. When they heard he was not going to have a birthday party, they thought it would be fun to have one at school for him. They planned a surprise party for that afternoon.

The boys and girls knew how they'd feel if their mothers and fathers were gone on their birthdays. The children began to feel sorry that they hadn't let Jimmy play with them.

"Maybe Jimmy is lonesome," said Jane. "He doesn't have any brothers or sisters, and not one of us has ever gone up to his house to play."

At noon, Miss Jones called Jimmy's aunt to tell her that Jimmy might be a little late getting home because of the surprise birthday party they had planned. His aunt was glad and asked if she could bring ice cream and Jimmy's birthday cake to the school. Miss Jones thought that would be fine.

It was a big party and everybody had lots of fun, especially Jimmy. The children helped him feel that he belonged to the group.

After the party, Miss Jones had a talk with Jimmy's aunt. "I think Jimmy would like to invite some of the boys and girls over to his place after school," said Miss Jones. "He needs someone to play with more often."

Jimmy's aunt had not known that he was unhappy and lonesome and said she'd be very glad to have his friends come over.

That night when Jimmy snuggled in bed, he wondered why he had ever thought that he would not have a happy birthday.

SUGGESTED DISCUSSION QUESTIONS:

1. What feelings may Jimmy have had that made him want to brag and "show off"?

2. How did the boys and girls feel about Jimmy when he told them about all his birthday gifts?

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TO THE TEACHER

Selfishness, like other kinds of behavior, may have many causes. Not until we study the child and try to figure out why he feels as he does, will we be able to understand his behavior. We may discover that "selfish" behavior is satisfying certain goals which he has. Usually the child can be helped to find other ways of satisfying these needs and then more cooperative behavior may develop.

INTRODUCTION

Today we have a story about a little bear named Bruno, who found some honey in the forest one day and did not want to share it with his brothers and sisters.

(This might lead to a short discussion of the children's concept of what it means to share.)

The brothers and sisters thought Bruno was being selfish and should be made to share his things. As you listen to the story, see if you can find out how it happened Bruno felt the way he did and why he acted as he did.

BRUNO'S TREASURE

Bruno was a little brown bear who lived in a large forest. Bruno liked berries and nuts and he liked to go down to the lake and catch fish with his sharp claws. But more than anything else, Bruno loved to eat--- (Let children supply the answer--"honey"--and then continue reading.)

Bruno's father and mother loved honey, and Bruno's aunt and uncle loved honey, and all of Bruno's brothers and sisters loved honey. In fact, all of the bears that lived in that forest loved honey.

But honey was not easy for the bears to get. First of all, to get honey the bears had to find a honey tree where the bees had hidden the sweet, sticky delight. The bees hid their honey very carefully and honey trees were very, very hard to find.

One day Bruno was playing down near the lake by himself. He was having a good time playing with the pine cones and watching the tadpoles swimming very fast in the water. Sometimes he stretched himself as far as he could reach, and sharpened his claws on a tree. This year he could reach lots higher than he could last year. (Why could he reach higher this year?) He was proud of how big he was growing. He kept going from tree to tree just to see how high he could reach.

One day Bruno was going to his honey tree. He didn't want any honey. He just wanted to look at it and make sure that no one else had found it. He didn't know that Freddie Bear, his oldest and biggest brother, was catching fish nearby down at the lake. Freddie caught a glimpse of Bruno disappearing up a big old tree and he was curious to see what his little brother was doing there. So Freddie climbed up into the tree and there was Bruno sitting in the hollow of a branch idly holding a paw under an oozing gob of honey.

"Oh boy-o-boy, honey! Look at the honey!" exclaimed Freddie scrambling up towards Bruno.

Bruno turned and saw Freddie.

"No, no!" Bruno cried, "It's my honey. I found it. You can't have any. It's mine! It's mine!"

"But you can't eat all that," said Freddie. "There's enough for everyone." (What do you think Freddie will do?)

"No, no," screamed Bruno, "It's mine! Go away!"

Freddie had never seen his little brother so angry. Bruno was clawing the tree bark and growling and snarling and his fur seemed to be standing on end all over him.

Freddie stared at Bruno a minute. Then he said disgustedly, "O.K.....O.K. You keep your old honey!" And he backed down the tree, picked up his fish and went away.

On the way home, Freddie met Uncle Otto Bear and told him about Bruno's honey tree. "He's just an awfully selfish little bear," said Freddie. "We should make him share."

Uncle Otto looked very thoughtful. "No," he said, "let's first try to find out why Bruno does not want to share his honey with us. Don't say anything to Bruno about it. I will talk to Aunt Nellie Bear."

So, when they got home, Uncle Otto asked Aunt Nellie, "Why do you think Bruno wants to keep all the honey for himself?"

Aunt Nellie thought and thought. "I don't know why Bruno feels this way. Let's watch him and see if we can find out why." (What do you think they saw?)

Bruno's uncle and aunt watched Bruno playing with his brothers and sisters and thought and thought about what could be causing him to act the way he did. They saw that Bruno's big brothers and sisters kept giving him the smallest pine cones to play with. Sometimes the older brothers and sisters borrowed Bruno's playthings and forgot to give them back. When the bear family went fishing the bigger brothers caught fish so much faster than Bruno that he was often left without any. Then they all went out to pick berries and the older brothers and sisters picked berries so fast there were hardly any left for Bruno.

"Bruno never really had anything of his own before," said Aunt Nellie. "He may feel that the honey is the first thing he has ever had that is really his."

"That's right," said Uncle Otto, "His brothers and sisters do not share with him and he may not feel that he has to share either."

That night Uncle Otto waited until Freddie, Bruno's big brother, was sent to the spring for water. "Here, Freddie," said Uncle Otto, "I will go with you and help carry the pails."

"I wish we were going to get some of that honey in these pails," said Freddie. "That Bruno thinks he's smart, keeping all that honey for himself. It would serve him right if we just went and took it."

"Well, Freddie," said Uncle Otto, "I know you're hungry for honey. I am, too. Just the thought of it makes my mouth water. But how do you think Bruno will feel if we just go and take it? Let's try to think of a better idea. Have you noticed, Freddie, how often Bruno seems to get less than his fair share of things just because he's little? It's not his fault that he's not as big as you older bears are."

Uncle Otto went on to tell Freddie about how he and Aunt Nellie had watched Bruno playing and looking for food with the others.

Freddie thought and thought about what to do to help Bruno. Then he had an idea. "We ought to let Bruno have some nice things of his very own," he said.

"Yes," said Uncle Otto, "and if you and the other bear children would help Bruno get enough good things to eat and things to play with, he would not be so afraid of never having enough for himself."

Freddie could hardly wait to get home and talk over the plan with his other brothers and sisters. He told them about Bruno and his honey tree and why Aunt Nellie and Uncle Otto thought Bruno didn't want to share. The brothers and sisters thought and thought. It was true that many times Bruno had been left out when they all went berry picking or fishing.

The next time they went fishing--what do you suppose they did? They took turns so that Bruno would have just as many chances to catch fish as the older, faster bears. When they went berry picking, they marked off the berry patch so that each bear had a place to pick. Bruno got as many berries as he wanted.

When Bruno began to have other things of his own, he did not care whether he had all the honey for himself or not. He found it was really more fun when the whole family had honey with their berries and cereal for breakfast than it ever was eating the honey by himself.

SUGGESTED DISCUSSION QUESTIONS:

1. How did it happen that Bruno didn't tell his family about the honey he had found?
2. What did Freddie think when Bruno didn't want to share his honey with him?
3. How did Uncle Otto and Aunt Nellie use "thinking ways" to help Bruno with his problem?
4. Can you think of any other ways in which you would have helped Bruno?
5. What were some of the things Bruno's brothers and sisters did that made him feel he couldn't do anything worthwhile? (In this discussion it might be possible to bring out the differences in the ways he tried to satisfy his need at the beginning and end of the story.)
6. How did Uncle Otto think they might help Bruno? (Bring out the idea that by sharing with Bruno, they were helping to make him feel he counted for something.)
7. Why did Bruno feel happy about sharing the honey later on?

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INTRODUCTION

Today we have a story about a boy who was sometimes late for school. Let's read the story to find out why Eddie was often late for school. After I've finished the story, I want each of you to tell me what you think would make a good title for this story.

EDDIE LEARNS TO BE ON TIME

"Eddie, aren't you ready for school, yet? Tommy and Bobby are waiting for you," said Mother.

Eddie didn't care if his brothers were ready for school. He wasn't in any hurry. If he didn't hurry, his mother would help him get ready and he liked that.

Eddie's mother was busy every morning and every night taking care of the baby. She had hardly any time left to play with Eddie or to help him.

"Bye, Mom," cried Tommy and Bobby as they ran out of the door. Eddie ran after them, but did not catch up with them. He saw a butterfly sitting on the flower as he was running along, so he stopped to look at it. The butterfly flew, but Eddie kept chasing it and finally caught it. He was very careful, for he wanted to take the butterfly to school without hurting it. He tied it in his handkerchief and started toward school.

When he was about a block from school, he noticed no one was outside. The bell must have rung!

"Gee, am I late again?" wondered Eddie. The last time he was late, his teacher had sent him to the principal's office. The teacher called his mother, too, and Eddie had been punished at home.

"I hope I don't have to go through all that again just for being a few minutes late," thought Eddie. "Wish I didn't have to go in at all."

However, Eddie went into the school building, walked up the stairs slowly and through the hall. He took off his cap and sweater.

"Well, guess I might as well go in," he thought. He opened the door to his room very slowly and peeked in. His teacher was not there, but someone he did not know was standing near the front of the room. He walked in and the new teacher smiled at him.

Eddie sat down. "Guess it won't be so bad this time," he thought. Since Eddie was late to school, he didn't know that the new teacher, whose name was Miss Perry, had already explained to the class that she was to be their regular teacher from then on.

Just then Miss Perry came over and whispered in his ear, "Why were you late this morning?"

"I'll show you," answered Eddie as he untied his handkerchief. "I stopped on my way to school to catch this butterfly."

"Oh, what a nice one! Would you like to learn how to mount a butterfly? I'll show you at recess time."

Recess time finally came and the rest of the children went outside. Miss Perry showed Eddie how to mount his butterfly and said they they would talk more about it during science class that afternoon.

"The boys and girls will be interested in learning about this butterfly, Eddie. I'm glad you brought it in. Do you think you should have stopped on your way to school to catch it though, Eddie?" asked Miss Perry.

"I s'pose not," answered Eddie slowly.

"I don't think so either. We wouldn't like it, would we, if every boy and girl came to school any time he felt like it? Everyone is much happier when he follows a rule that helps us work together," Miss Perry told him.

"I was late getting started to school, anyway, Miss Perry," said Eddie.

Miss Perry wondered about this, so later in the day she asked Tommy about it.

"Oh, that Eddie, he's always slow getting ready for school. He waits around so Mom will help him comb his hair and wash his face. He's a baby," said Tommy.

"I think I'll talk to Eddie a few minutes after school, Tommy. Maybe we can help him to get to school on time," said Miss Perry.

After Miss Perry dismissed the class, she sat down and talked with Eddie. He liked to talk to her. When she asked him what he liked to do at home, Eddie said, "I like to play. I used to have fun with my mother every night. She would play games with me and tell me stories. Now I have a baby sister, and Mom spends most of her time with her. Guess she's too busy to play with me."

"Do you like to have your mother do things for you?" asked Miss Perry.

"Oh yes, I liked it when she used to help me get ready for school. Now she tells me to hurry and get ready myself."

"Well, Eddie, I have an idea. I think if you would help your mother with some of the things she has to do, she might have time to read you a story before bedtime. Boys and girls can do lots of things to help at home, you know. Have you ever thought of that? Your mother is very busy and she would be glad if you would help her."

Eddie thought about what Miss Perry had told him as he walked home from school. When he got home he said, "Say, Mom, is there anything I can help you do before supper?"

"Yes, Eddie, I was just getting ready to go to the store after some milk, but maybe you would like to do it."

It made Eddie feel good that he could do something to really help his mother.

That night after supper Mother said, "Eddie, thank you for helping me. Would you like to have me read a story to you?"

Eddie was tickled to hear his mother ask him this, and she read him two stories. Little Eddie was sound asleep though before his mother had finished the last story. He had had a big day.

"Time to get up, Eddie!" called Tommy the next morning. "Hurry up, so you'll be ready for school."

Eddie jumped out of bed. He dressed himself and went downstairs to eat his breakfast. He wasn't going to be late for school this morning.

"Are you ready yet, Eddie?" called Tommy from outside. "Let's go. We want to play ball before the bell rings."

"Oh, I'm coming," answered Eddie. He wasn't ready yet. His hair wasn't combed yet, and he hadn't brushed his teeth.

Tommy and Bobby wouldn't wait a minute longer. Off they went without Eddie.

"I'm glad you're almost ready, Eddie," said mother.

Then Eddie remembered what Miss Perry had said to him. He combed his hair the best he could, brushed his teeth, and cried, "Bye, Mom," as he grabbed his coat and ran out the door.

The bell was just ringing as he ran into the school building.

Eddie didn't forget what Miss Perry had said to him. He tried to get ready for school on time the next morning. He couldn't get ready as fast as Tommy and Bobby, but someday he'd learn how to do things as well as they did.

SUGGESTED DISCUSSION QUESTIONS:

1. How did it happen that Eddie was sometimes late for school?
2. How did the teacher find out more about his problem?
3. How did Eddie feel when he found out he could really help his mother?
4. Tommy said Eddie was a baby. How may that have made Eddie feel?
5. How could Bobby and Tommy have helped Eddie to learn to be on time?

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TO THE TEACHER

When a child lacks skills considered important by his group, he may not be accepted in play situations where these skills are needed. Sometimes such a child may try to force himself on the group. Another child with a similar difficulty may withdraw from group play.

If a child is rejected by a particular group for not being able to do things, it may be that he will develop a feeling of inadequacy, or a sense that he is not worth much. These attitudes which he holds about himself may in turn influence his behavior with other groups. He may try to disrupt group activity, or he may not make any more attempts to play with a group.

Such a child may need the help of an adult in developing the desired skills. The adult may also aid the child in understanding the feelings he has and the relationship between his feelings and his lack of needed skills.

The story "Good Aim" is about Peggy, a girl who lacks sufficient skill in certain activities to play with some of the other children in her group. Two points are indicated where a teacher may interrupt the story to help the class think about how Peggy may have felt, why she may have felt that way after the experience described, and how her feelings might influence the way she behaves.

INTRODUCTION

In this story Peggy wants to play with some other children, but she cannot play with a ball very well. Let's see what happens.

GOOD AIM

It was Saturday, and Peggy Marner was arranging the rocks that she had collected. She was planning to take them to school on Monday because her third-grade class was studying about rocks and minerals. Each person was to bring in different stones, and the class was going to make a large collection.

Peggy and Linda Wilks had walked home together the day before and had looked for interesting pebbles and stones along the way. Linda, who was in the fourth grade, was just helping Peggy. They often walked home together because they lived next door to each other.

Peggy brought the box into the living room to show to Aunt Jean, who was visiting the Marner family. Peggy always looked forward to her aunt's visits because it was such fun to have her around and Aunt Jean seemed to know about things that boys and girls liked.

"My, that's neat work," said Aunt Jean as Peggy placed the box on her aunt's lap. "Did you find these and arrange them all by yourself?"

"Well, not exactly all by myself," replied Peggy. "Linda, from next door, helped me find them. She's in the fourth grade," she added proudly.

"She must be a big girl then," said Aunt Jean.

"Yes," said Peggy, "but she's still my friend."

Peggy put her stones away. Aunt Jean got up and walked over to the window. "It looks nice outside," she said. "I think I'll take my knitting and go out and sit on the lawn and enjoy the fresh air. Are you coming Peggy?"

"Sure," said Peggy. They left the room together and went outdoors.

The sun was bright and warm. Down the block, Peggy could see some of the girls in her class jumping rope. In the yard next door, Linda was playing with a basketball. With her were two friends, Grace and Julie. They were throwing the ball up and trying to get it in the hoop and through the net.

Aunt Jean went over to the chair on the lawn and sat down. Peggy left her and walked slowly toward the girls. They didn't seem to notice her. They were laughing and having lots of fun. Peggy stepped nearer to them.

"Hey, watch where you're going!" Grace shouted at her as she came nearer.

"Better look out, or we'll mow you down," said Julie.

Peggy looked at Linda, but Linda didn't say anything. Finally Peggy asked, "Can I play, Linda?"

"No, Peggy," replied Linda. "You're too little. You'd better play somewhere else."

Just then the ball which Julie had thrown bounced toward Peggy. Peggy bent down and picked it up. She looked up at the basket and aimed a throw at it. But Peggy's aim sent the ball far from the basket, and it rolled down the alley.

"Now look what you've done!" Julie said, shaking her head. "Gee, can't you let things alone?"

"Go on, Peggy, go away now before you get in trouble," Linda said to her as she started after the ball.

Peggy backed away from the girls.

(What feelings might Peggy have had after this happened? Let's see how these feelings might make a difference in the way Peggy acts.)

Peggy walked on down the block. Some girls from her class were jumping rope.

"Hi, Peg," Betty called.

"May I jump, too?" Peggy asked.

"Sure, but you have to take an end first," Betty answered.

Peggy looked at Betty and the other girls. She didn't want to take an end and turn the rope while the other girls jumped. She felt angry and didn't want to have to wait for her turn to jump.

"Oh, I don't want to jump. It's silly anyway," Peggy said. She walked nearer the turning rope and put her hand out so that she caught the rope as it went around.

"Hey, Peggy! Let it alone, will you!"

Kristie, who had been jumping, was now caught in the rope and had to stop. The girls all looked at Peggy. "What's the matter with you, anyway?" Kristie said.

"Oh, this is a silly game," Peggy answered back and left the group.

(Why might Peggy have acted in this way? How might she have been feeling?)

Peggy walked back to her house. Aunt Jean, who was still sitting on the lawn, smiled at Peggy. Peggy knew that her aunt had probably seen what had gone on.

"Hi," Aunt Jean said as Peggy came up to her.

"Hello," Peggy answered glumly, flopping down on the grass. Peggy drew her knees up, rested her chin on them, and watched the girls next door.

Aunt Jean said, "You wanted to play with Linda and her friends, didn't you?" Peggy nodded her head. "How did you feel when they told you to go away?" Aunt Jean asked.

"Oh, I don't know," Peggy answered. Then she added, "Oh--mad I guess."

"And you were still feeling mad when you went down to the other girls," Aunt Jean said. Peggy looked up at Aunt Jean and smiled sheepishly as she nodded her head.

"Do you know how to jump rope, Peggy?" Aunt Jean asked.

"Oh, I know how to, all right. But I was feeling mad, and I just didn't want to have to take an end and wait til somebody missed. I can't play very well with a ball, though."

"It really matters sometimes when you don't know how to do things the other boys and girls can do, doesn't it?"

"Oh, yes," Peggy said. "I'm just no good with a ball. If someone throws it to me, I always miss it. And when I throw it, it goes the wrong way. The kids don't want to let me play because it always holds up the game. In school we have basketball games at recess time. When you're in fourth grade, you get to be on the team. Golly, they'll never let me play."

"What do you think we can do about it?" Aunt Jean asked.

"I don't know," Peggy answered.

"Why don't you go in and get your ball? Maybe you and I can practice together for a bit."

"Gee," Peggy said, "do you think I could ever learn to make it go where I want it to go?"

"We can try, Peggy. I know a game that's good for practicing and fun, too. You put a penny on a crack in the sidewalk and then you aim the ball at the penny. If you hit the penny, you get a point. If you flip the penny over when you hit it, you get two points. The person who gets eleven points first wins the game. Want to try?"

"Sure," said Peggy. "I'll get my ball." Suddenly she was happy again, and she ran inside to find her ball.

SUGGESTED DISCUSSION QUESTIONS:

1. Why do you think Peggy stopped the jump rope while the girls were playing? (1a)
2. Why do you think it was so important to Peggy to learn how to play ball?
3. Aunt Jean helped Peggy learn to play ball. Who else might have helped her learn?
4. What could she do on her own to be able to play with the others?
5. What things might help Peggy learn to play ball?
6. How might the other children have helped Peggy?

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LARRY'S BIG DAY

Mary and Jim were ready for school. Mother went outside with them. They looked for Larry. Larry lived next door. Larry and his mother walked by.

Larry cried and held his mother's hand. Larry did not want to go to school. Larry wanted to stay home.

Jim sang, "Larry is a baby. Larry is a baby."

"No," said Mother. "Larry would not cry without a reason. This is his first day of school. He may be a little afraid."

"Remember that Larry did not live here last year. He did not meet his teacher last spring. He does not have an older sister to tell him about school. He will have to find out for himself," she said.

Mother and Larry's mother walked together. Larry held onto his mother's hand.

Mary and Jim ran ahead. Mary skipped along and sang, "I can't wait. Our teacher will help us learn to read. I am going to read and read and read."

Mary hopped on one foot and then the other. She said, "This year we may go to visit lots of places. We will see boats and trains and airplanes. Our teacher may take us places. We will learn about new things."

They crossed the street by the school. At the corner, Mother stopped and waved. Jim waved and said, "I can't wait. I'm going to school!" He ran ahead.

Mary walked with Larry the rest of the way.

Mother and Larry's mother walked back home. They talked about why Larry cried. Larry's mother said, "Larry has never been to school before. I think he is a little afraid. He is learning to do things on his own. He will be proud of being big enough to go to school. I will call his teacher and ask her to help him. She will let me know if he is really unhappy. I think he will be fine when he knows more about school. I am glad he has Jim for a friend at school. That will help him."

Jim and Larry saw Miss Gray. Jim had met her last spring. His mother had taken him to school for a visit. They had talked to Miss Gray.

Now Miss Gray was their teacher. She said, "Hello" to each boy and girl. "You have some time to play with what you want. Find something to play with."

Jim took a red car. Larry just stood by the door. Jim said, "Come play with me, Larry."

Larry just stood there. He did not say anything.

Miss Gray smiled at Larry. She showed him where to put his coat. She went over to Jim. She said, "Larry is standing by the door. He may need to get to know us slowly. He may feel a bit afraid. Why don't you take your car over near the door? You can play with Larry there. He knows you and will have fun with you."

Jim went to the toy box. He looked for another car. There were many cars. He picked out one for Larry. Jim put the car on the floor and pushed it to Larry. Larry smiled.

Jim put the car on the floor. Jim pushed the car to Larry. Larry pushed the car to Jim.

Then Jim said, "Let's build a road for the cars." Jim showed Larry where to find the blocks. Soon Larry was so happy he forgot to be afraid.

SUGGESTED DISCUSSION QUESTIONS:

1. Why do you think Larry cried on his way to school?
2. How do you think Larry felt?
3. Did it help Larry for Jim to sing, "Larry is a baby?" Why or why not?
4. Larry's mother could have stayed at school with him. How might this help him? How might this not help him?
5. Miss Gray asked Jim to go to play with Larry by the door. Why do you think she let Larry come into the classroom slowly?
6. What might have happened if Miss Gray had made Larry come into the classroom right away.

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TOMMY McTROTT

At home for the most part Tom got his own way. But the times that he didn't he tried to obey, 'Cause he very much loved both his dad and his mom, and he knew that his parents both loved their boy Tom. They listened when Tommy had something to say, and usually had time to read stories or play.

Well, Tommy was lucky. There's no doubting that. And all that he lacked was a dog or a cat. "But we can't have a kitten or pup," said his mother, "Cause soon you will have a new sister or brother!" "What? Have a new baby?" said Tommy, "Why that is ten times as nice as a dog or a cat!"

My, Tom was excited and rushed off to spread the news that they'd soon have a baby instead of a dog or a cat. And his mother and dad were happy to see that their Tom was so glad. His father said laughingly, shaking his head, "He'll spend all his time by the new baby's bed!"

The days went by slowly and five-year-old Tom wished very much that the baby would come. He was sometimes so anxious he thought he would burst. "Has the baby come yet?" is what he said first when he got home from school. But always his mom was waiting to tell him, "Not yet, little Tom."

Well, one afternoon when he came home at four, his grandma met Tommy just outside the door. "Guess what, Tommy darling," announced his grandmother. "The hospital called and you have a new brother!" "A new brother!" yelled Tommy, slamming the door. "I'm sure there is nothing I'd rather have more!"

About six days later his daddy said, "Tom, I'm going to get your new brother and mom. The doctor said they could come home today, your grandma will be here while I am away. So you be a good boy and help Grandma, Tom, and soon I'll be home with your brother and mom."

At home they had moved things and changed things a lot just to make room for Baby McTrott and then when everything seemed to be ready, his folks came home with a baby named Teddy. He was awfully little and cried a lot, the new little person named Teddy McTrott.

Well, life at McTrott's house had changed quite a lot after the entrance of Teddy McTrott. Tom had to be quiet in order to keep from waking the baby when he was asleep. And Mom was so busy she sometimes forgot to read a story to Tommy McTrott.

When Tommy asked Mommy to help tie his shoe it seemed like she always had something to do. And it seemed every time that Tommy was trying to talk to his mother, the baby was crying. There was never a thing that Tommy could do but wait for his mother until she was through.

One day when Tommy thought no one was there, he went to his room and got his stuffed bear. He took the poor bear and he tore off one ear, and he said, "There are too many teddies 'round here." Then he jumped up and down on his poor teddy bear, and took him and hid him behind a big chair.

When Daddy came home, Tommy wanted to clap, and he ran to his daddy and sat in his lap. That was quite a strange thing for a big boy to do. His dad was surprised and his mother was, too. And just as he started to climb from his lap, Tom gave his nice daddy a sort of a slap.

Later when Tommy walked past baby's door, he dropped a toy truck with a bang on the floor. He was sorry, of course; it had slipped from his arm, but his mother jumped up with a cry of alarm. "Tommy," she scolded, "I've told you before--you must stay away from the new baby's door!" At breakfast next morning Tom behaved like a goon, insisting he had to be fed with a spoon. His grandmother offered to help him but Tom explained that he had to be fed by his mom. The same thing happened again at noon. His father said sternly, "This has to stop soon."

At school Tommy's teacher saw with dismay that Tom was having some trouble at play. At building he thought he should have every block, once he got real mad and gave Jimmy a sock. It was then that Miss Brown thought she heard Tommy say, "I hate everyone in the whole world today!"

At this point the teacher took Tom to the hall. "Why, Tommy," she said, "That's not like you at all. I can't understand why you're acting this way. I suppose it's because you don't feel well today. I guess I will give your mother a call, and while I am phoning, you sit in the hall."

"Oh, don't call my parents. They won't even care. They had a new baby. They don't want me there. They get cross and they scold me and send me to bed. They don't love me at all--they just love little Ted.

I don't want to go home and I don't think it's fair. They don't want me at home, now that Teddy is there."

"Poor Tom," said the teacher, "you know that's not true. Your folks hope that Ted will grow up just like you. And now that he's here you must be the big brother and try all the time to do things for your mother. You mother is busy with so much to do, and she needs to depend on a big boy like you.

Your mommy and daddy still love you a lot, and they want you to help them with Teddy McTrott. Now you're a big brother and that means that you are a helper at home with grown-up things to do. You can help your mommy and daddy a lot by taking care of the things you've got."

"Well, maybe you're right," said Tommy McTrott, "I guess that I could help my mother a lot. When Teddy's so tiny, she needs someone there who can do things for Teddy and help with his care. Although Teddy's a baby, I'm certainly not 'Cause I'm the big brother of Teddy McTrott."

He went home and helped as much as he could by running small errands and just being good. This gave his parents more time for just Tom. He loved the times shared with his dad and his mom. He found that his parents loved both boys a lot and again he became happy Tommy McTrott.

SUGGESTED DISCUSSION QUESTIONS:

1. What made Tommy so happy at the beginning?
2. How did Tommy feel about getting a new brother or sister?
3. Why didn't Tommy like the new baby brother after he was brought home?
4. How did it happen that Tommy's parents got cross with him?
5. What things could Tommy have done to help his parents?

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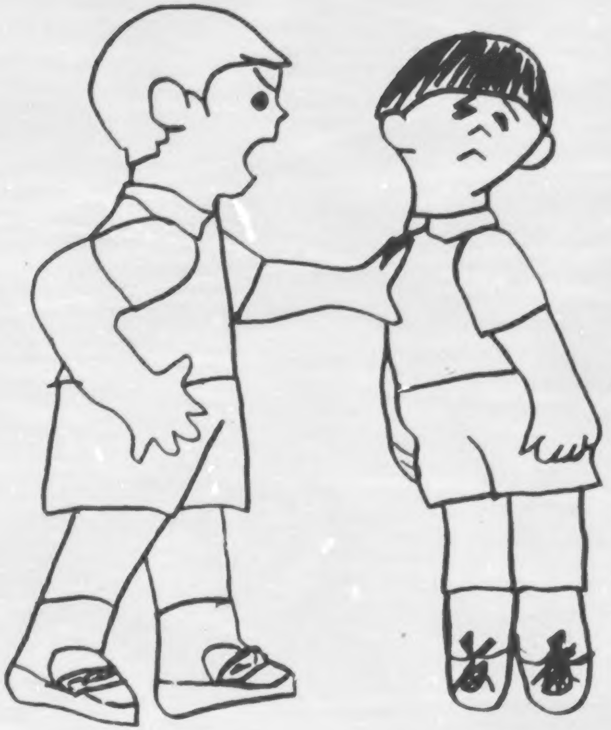
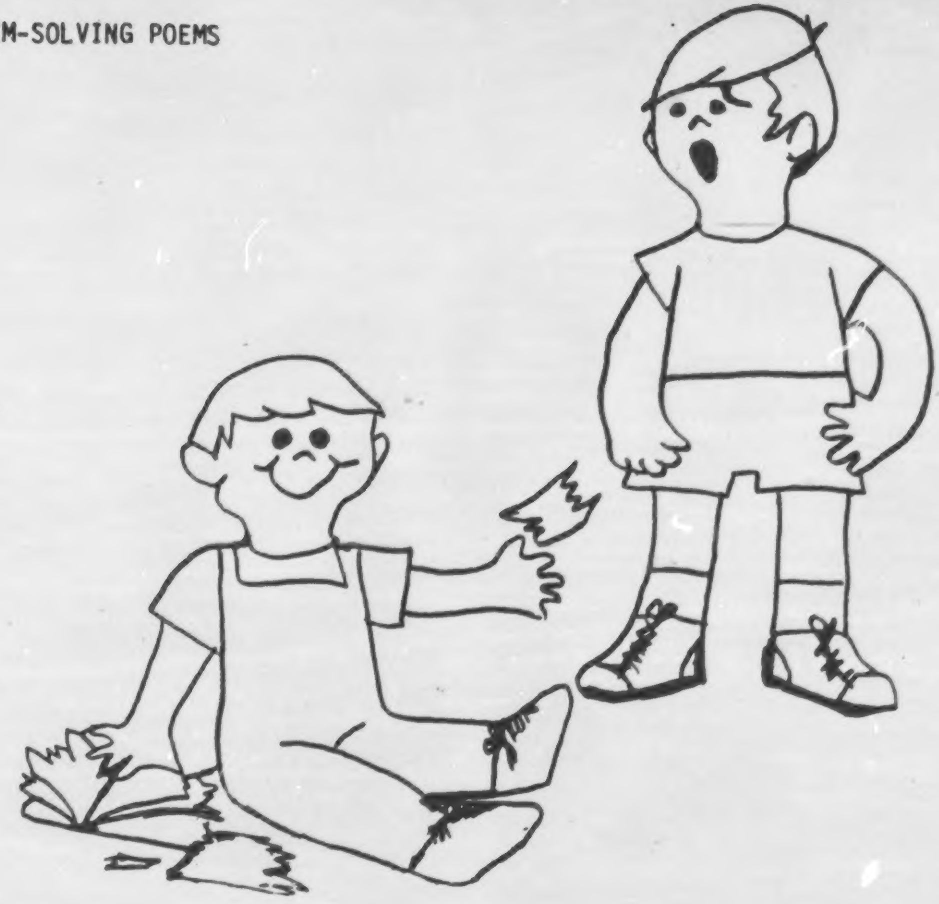
PROBLEM-SOLVING POEMS

My problem is my brother, Jim.
I have to share my room with him.
He tears my books. He loses toys.
He makes a mess and a lot of noise.

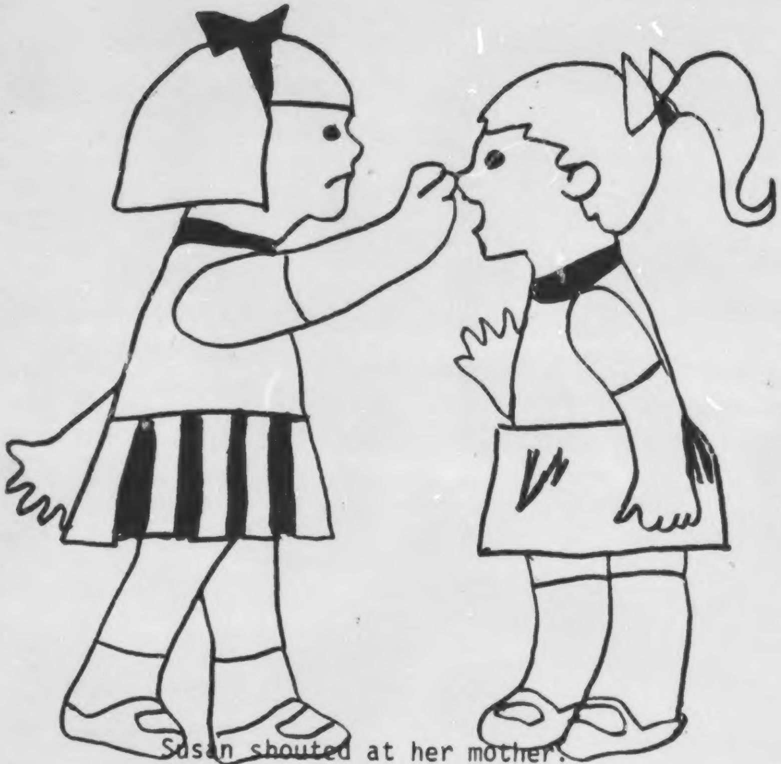
Every time I tell my mother
She sighs, "Be patient with your brother."
I'm tired of trouble a brother brings
What can I do to save my things?





A third-grade boy lives down our street.
He's someone that I hate to meet.
He's always picking fights with me
Because I'm not as big as he.

His two big brothers, Mike and Tim,
Don't ever want to play with him.
They're big and tough as they can be.
Why can't he fight with them--not me?



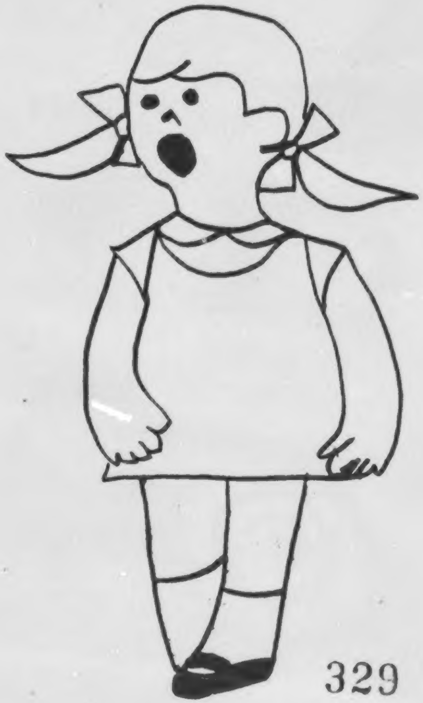
Susan shouted at her mother:
"I don't like our baby brother.
All he does is kick and cry.
You pick him up to find out why.

You played with me before he came.
Now nothing seems to be the same."
What might make Susan feel that way?
What do you think her Mom could say?

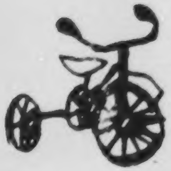
This morning Peggy knew that she
Felt grouchy as a girl could be.
One shoe was hiding under the bed.
She reached for it and bumped her head.

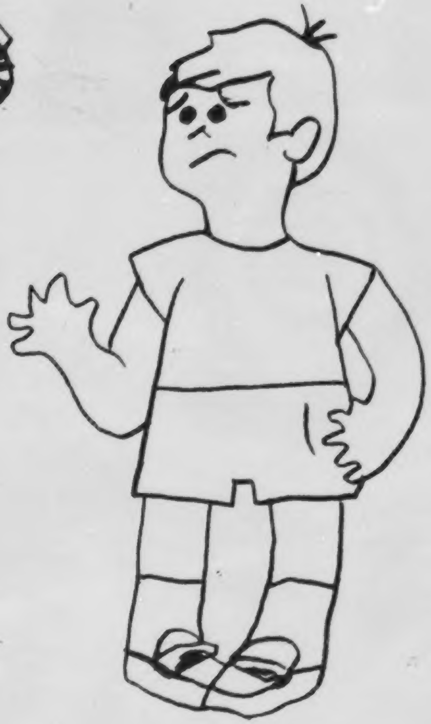
She had not breakfast, she was late.
She knew the school bus would wait.
At school she had a fight with Rose.
She punched Miranda in the nose.

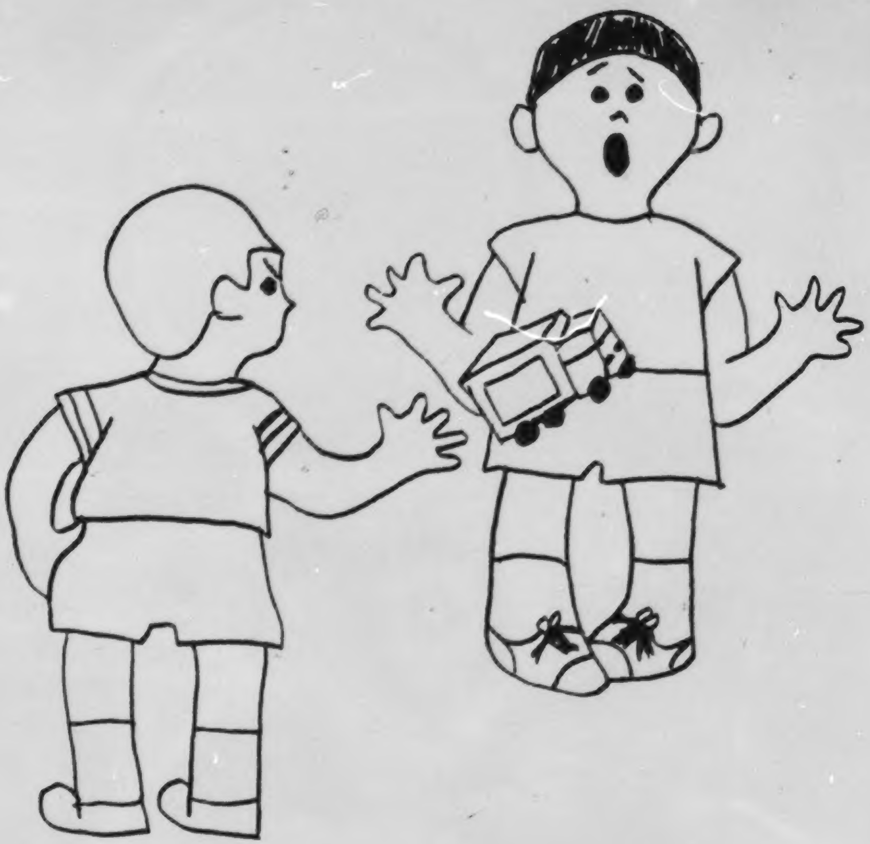
What's the trouble with Peg today?
Why do you think she felt this way?
How could she solve her problem?



George is my friend.
I let him play
With my new truck
A while today.
When I wanted it back
He got mad as could be.
He took my new truck
And threw it at me.
What could I do?
What might I day?
So George will share
And we can play?







The kids next door
Just don't play fair--
They use my bike
When I'm not there.

They don't put it back
When they are through
And I get in trouble.
What can I do?

I'm in between
And it's plain to see
It isn't fun
To be just me.

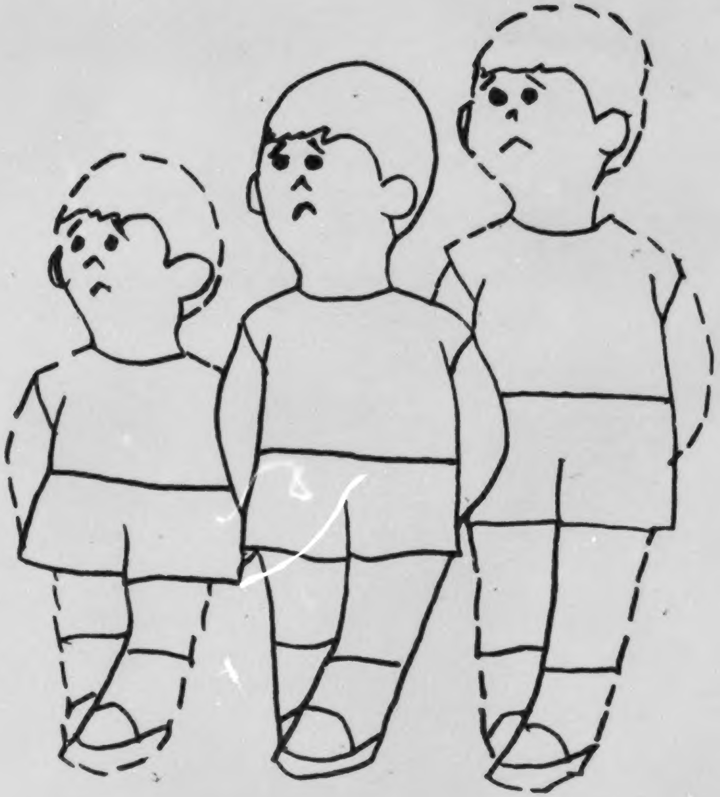
Jamie's the oldest
This makes me mad.
He stays up late,
And he fishes with Dad.

Sue is the baby.
They think she's cute.
They fuss over her--
I don't give a hoot.

Some things I do
Will make Dad say
"You're much too big
To act that way."

But if I want
To stay up late
"You're much too little."
I never rate.

Too big? Too little?
How can it be?
How might you feel
If you were me?



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A FAIRYTALE

Once upon a time, a long time ago, there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were, you have to understand how things were in those days. You see, in those happy days everyone was given at birth a small, soft, Fuzzy bag. Anytime a person reached into this bag he was able to pull out a Warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a Warm Fuzzy it made him feel warm and fuzzy all over. People who did not get Warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get Warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a Warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day it would smile and blossom into a large, shaggy Warm Fuzzy. You would then lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for Warm Fuzzies, and since they were always given freely, getting enough of them was never a problem. There were always plenty to go around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she crept up to Tim while Maggie was playing with their daughter and whispered in his ear. "See here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up, eventually she is going to run out and then there won't be any left for you." Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there isn't a Warm Fuzzy in our bag every time we reach into it?" And the witch said, "No, absolutely not, and once you run out, that's it. You don't have any more." With this she flew away on her broom, laughing and cackling hysterically.

Tim took this to heart and began to notice everytime Maggie gave up a Warm Fuzzy to somebody else. Eventually he got very worried and upset because he liked Maggie's Warm Fuzzies very much and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her Warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a Warm Fuzzy to somebody else, and because Maggie liked him very much, she stopped giving Warm Fuzzies to other people as often, and reserved them for him.

The children watched this and soon began to get the idea that it was wrong to give up Warm Fuzzies any time you were asked or felt like it. They too became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave away too many Warm Fuzzies. Even though they found a Warm Fuzzy every time they reached into their bag. They reached in less and less and became more and more stingy. Soon people began to notice the lack of Warm Fuzzies, and they began to feel less and less fuzzy. They began to shrivel up and occasionally, people would die from lack of Warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work. 335

334 Well, the situation was getting very serious indeed. The bad witch who had been watching all of this didn't really want the people to die so she devised a new plan. She gave every one a bag that was very similar to the Fuzzy Bag

except that this one was cold while the Fuzzy Bag was warm. Inside the witch's bag were Cold Pricklies. These Cold Pricklies did not make people feel warm and fuzzy, but made them feel cold and prickly instead. But, they did prevent people's backs from shriveling up. So from then on, every time somebody said, "I want a Warm Fuzzy," people who were worried about depleting their supply would say, "I can't give you a Warm Fuzzy, but would you like a Cold Prickly?" Sometimes, two people would walk up to each other, thinking they could get a Warm Fuzzy, but one or the other of them would change his mind and they would both wind up giving each other Cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because, since the coming of the witch, there were less and less Warm Fuzzies around, so Warm Fuzzies, which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them. Before the witch had appeared, people used to gather in groups of three or four or five, never caring too much who was giving Warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their Warm Fuzzies for each other exclusively. If ever one of the two persons forgot himself and gave a Warm Fuzzy to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a Warm Fuzzy. People who could not find a generous partner had to buy their Warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take Cold Pricklies...which were limitless and freely available...coat them white and fluffy and pass them off as Warm Fuzzies. These counterfeit Warm Fuzzies were really Plastic Fuzzies, and they caused additional difficulties. For instance, two people would get together and freely exchange Plastic Fuzzies, which presumably should make them feel good, but they came away feeling bad instead. Since they thought they had been exchanging Warm Fuzzies, people grew very confused about this, never realizing that their cold prickly feelings were really the result of the fact that they had been given a lot of Plastic Fuzzies.

So the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their Warm Fuzzy bag and find no more.

Not long ago a young woman with big hips born under the sign of Aquarius came to this unhappy land. She had not heard about the bad witch and was not worried about running out of Warm Fuzzies. She gave them out freely, even when not asked. They called her the Hip Woman and disapproved of her because she was giving the children the idea that they should not worry about running out of Warm Fuzzies. The children liked her very much because they felt good around her and they too began to give out Warm Fuzzies whenever they felt like it. The grown-ups became concerned and decided to pass a law to protect the children from depleting their supplies of Warm Fuzzies. The law made it a criminal offense to give out Warm Fuzzies in a reckless manner. The children, however, seemed not to care, and in spite of the law, they continued to give each other Warm Fuzzies whenever they felt like it and always when asked. Because there were many, many children, almost as many as grown-ups, it began to look as if maybe they would have their way.

As of now it is hard to say what will happen. Will the grown-up forces of law and order stop the recklessness of the children? Are the grown-ups going to join with the Hip Woman and the children in taking a chance that there will always be as many Warm Fuzzies as needed? Will they remember the days their children are trying to bring back when Warm Fuzzies were abundant because people gave them away freely?

FUZZY·GRAM

To . . .

____

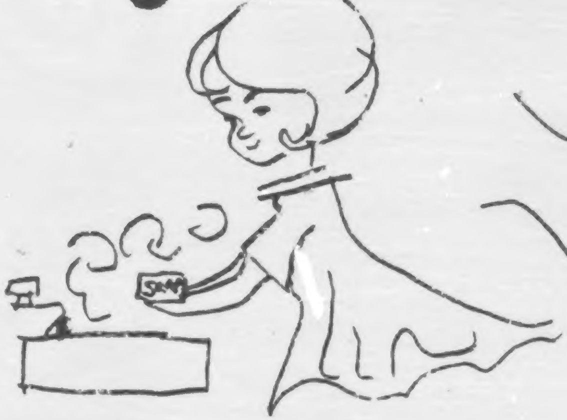
____

____

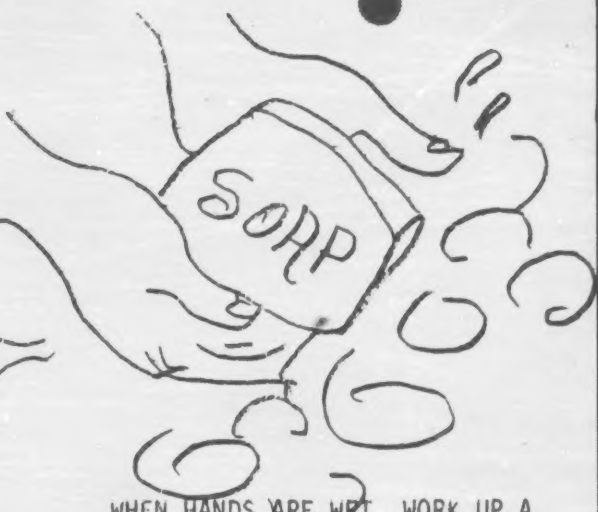
. . . Send a Warm Fuzzy
Every chance you get...

- - - - - - - - - - - - - -
Signed

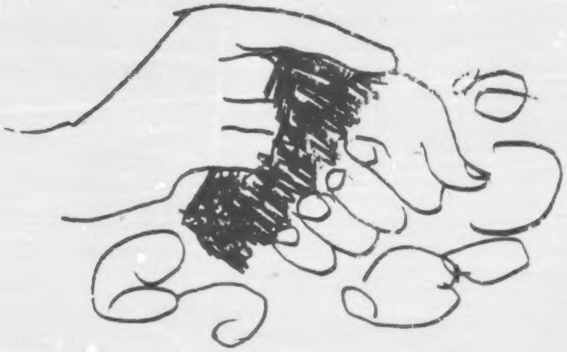
5 Steps to Clean hands



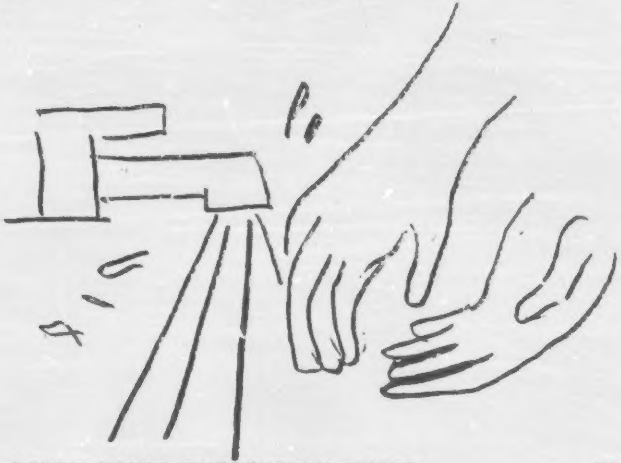
USE HOT RUNNING WATER. LET IT GET AS HOT AS YOUR HANDS CAN TAKE BECAUSE HOT WATER REMOVES ANY GREASY FILM FROM HANDS.



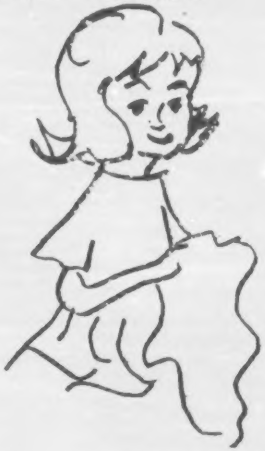
WHEN HANDS ARE WET, WORK UP A GOOD LATHER WITH A MILD, ANTI-BACTERIAL SOAP LIKE DIAL AND RUB HANDS TOGETHER.



SCRUB THE HANDS WITH A BRUSH WHENEVER POSSIBLE. PAY SPECIAL ATTENTION TO NAILS AND BETWEEN FINGERS WHERE GERMS TEND TO LIVE.



RINSE HANDS THOROUGHLY UNDER RUNNING WATER WITH FINGERS POINTED DOWN. WASH DIRT DOWN THE DRAIN.



DRY HANDS COMPLETELY TO PREVENT CHAPPING. CLEAN HANDS ARE THE FIRST STEP TO OVERALL CLEANLINESS AND GOOD HEALTH.

IN CASE OF EMERGENCY

Grades K-3

Purpose

To teach children what to do in case of an emergency.

Procedure

One way for the teacher to define an emergency is, "an emergency always exists when someone swallows poison". It is important to get them to a hospital immediately. The police or the rescue squad can get you to the hospital the fastest. This is why it is important for you and your mother and father to keep the police or rescue squad telephone number next to the phone. When you go home, check to see if these numbers are near the phone. (Teacher can supply these numbers to students.)

Police________________________ Rescue Squad________________________ Local Poison Control ____________________

If there is an emergency and you have to call these numbers, be sure you give your name and address to the person who answers the phone, so they will be able to find your house.

If there is an emergency, and you forget the number of the police or rescue squad, just dial 0 (for operator) and tell her/him there is an emergency and give her/him you name and address.

Role-play a situation where a student is playing with a friend at a friend's house. The friend's parents are not home nor are the student's parents. The friend falls down the steps and is unconscious.

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DRUGS: OK OR NOT OK?

Grades K-3

Purpose

To stimulate students to consider for themselves when it is OK or NOT OK to take drugs.

Procedure

In an open area with standing room for 5 to 8 students and preferably with a chalkboard in the near background, the teacher should mark off three areas side-by-side; one being the OK area; the middle being the IN-BETWEEN area; and the other being the NOT OK area. These areas can be demarcated and labeled on the chalkboard if one is available.

The teacher then explains to the students that a situation will be presented in which somebody used a drug. The students are asked to pretend that "somebody" is them personally, and they are to decide if it is OK, IN-BETWEEN or NOT OK for them to use the drug in that way. The teacher may give an example and react to that example. Teacher's situation: "You have a bad cough and your friend offers you a cough drop". Thinking that is OK, the teacher would stand in the OK area. The teacher should ask for another group of volunteers each time. Having asked for 5 volunteers, the teacher presents one of the following situations:

SITUATIONS

1. You have a headache. Your mother gives you one children's aspirin.
2. You are home alone. You see a bottle of children's aspirin. You eat some because they taste good.
3. You are in the bathroom alone. You see some pills on the shelf that sort of look like M & M's candy. You eat them.
4. You have a bad cough. Your older brother/sister is babysitting with you and was told by your parents to give you your cough medicine while they were out. Your older brother/sister gives you one teaspoonful of cough medicine (nonprescription).
5. A friend at school has some medicine the doctor gave him/her for his/her stomachache. Your friend offers you some and you take it.
6. You have a headcold and your nose is congested. You go to the medicine cabinet and take what looks like a cold capsule.
7. You have a headcold and your nose is congested. You tell one of your parents and they give you one cold capsule. You take it.
8. On your way home from school you find little pink things that look like candy. They are all wrapped up, and you decide they will be OK to eat. You eat them.

9. You have a headache and you are by yourself. You know where the aspirin is because you have seen your mother and father take them. You can't read the label but you know what the aspirin bottle looks like. You get a pill from the bottle and swallow it.
10. You have been sick. Your doctor has prescribed some medicine for you. You can't stand the taste of it, so you refuse to take it.

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RANK ORDER

Grades K-3

Rank Order:

Rank these items from the least dangerous for you to eat or drink to the most dangerous for you to eat or drink.

1 aspirin
1 spoonful of rat poison
1 stick of chewing gum

1 cup of orange juice
1 spoonful of cleaning powder
1 teaspoon of cough medicine

1 sleeping pill
3 cups of milk
3 cough drops

1 glass Kool-Aid
Prescription medicine taken as directed
Prescription medicine not taken as directed

1 bottle soda pop
1 bottle children's aspirin
1 bottle beer

These are just a few examples. You can work the questions anyway you want. For example, you might ask students to rank these items from the most dangerous for you to eat or drink to the least; etc.

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Common Household Products Containing Certain Levels of Toxicity

1. Solvents: for removal of paint and stains from furniture, woodwork, clothes, and skin.
2. Disinfectants
3. Soaps, cleansers and detergents
4. Paint, lacquer, turpentine
5. Paste and glue
6. Fertilizer (plant form)
7. Shoe polish, furniture polish
8. Chlorine bleach
9. Rubbing alcohol

Additional Household Items which If Ingested Can Make One Ill

1. Contaminated water
2. All drugs:
    a. Aspirin
    b. Tranquilizers
    c. Alcohol
    d. Sleeping Pills
    e. Narcotics
    f. Tobacco
    g. Nose Drops

Poisonous Plants

To Skin	Ingested
Poison Ivy	Toadstools
Poison Oak	Certain mushrooms
Poison Sumac	
Plants with thorns or burrs	
Saw grass	
Oleander	

BILLY'S PAL
By Aimee Zillmer

One day Billy was left at home alone because he had not done his arithmetic. There he sat absent-mindedly chewing his pencil, and never once trying his examples. Suddenly he was startled by a wee voice saying "Ouch". He had been left alone in the house. Where did the voice come from?

He listened again, ever so hard, but heard nothing, so he fell to chewing his pencil harder. "Ouch." Again the same pitiful little voice. Billy began to feel queer and a bit frightened. Where in this lonely house could the sound come from? He meant to know.

Billy sat ever so quiet. He was not going to be surprised again, thought he. In his uneasiness, he started to gnaw harder at his pencil; and as he put his teeth deep into the shiny red wood --

"Ouch, ouch! Please stop!" And who do you suppose it was? The pencil!

In his fright, Billy dropped the pencil from his mouth to the table, and then the queerest thing happened! The pencil didn't roll; it just rose up on its point--but it wasn't a point at all. It was a pair of tiny black boots. The pencil was a little thin man in a glossy red suit and a bright brass helmet

Billy gasped

"Sorry I frightened you, Billy," said the pencil, "but you were hurting me terribly."

"Why did you say, 'ouch' and where did you come from?"

"Guess maybe you'd say 'ouch' and 'stop' and more too, if some one chewed your head, and spoiled your best suit." answered the pencil.

"But nobody ever knew it hurts pencils," said Billy.

"Just look closely at my bright red coat," said the pencil and gently set it on his hand.

"See here," continued the pencil "These are the teeth marks of Mary who is sick at home with the whooping cough She got me from John John traded me for four marbles He fished me out of the waste basket where I slipped to, from a hole in Tom's pocket That was just before Tom left school with scarlet fever Tom discovered me in a gutter where I was glad to fall after being perched all day back of a peddler's ear "

"You don't mean to tell me that you've had whooping cough and scarlet fever and have lived in waste baskets and gutters?"

"Oh, my, yes That's only a bit of my life I've had many an unpleasant trip since I left my home

"Your home?" questioned Billy "Where was that?"

"My home was a bright, clean factory All my brothers and sisters left the factory, hoping to be owned and loved by some boy or girl, who would keep them clean and not hurt them We all wanted to help children draw and write and do lessons--help them, so they would keep us for work But we are chewed on and gnawed at by every one, we have mumps and measles until we make every one who touches us sick "

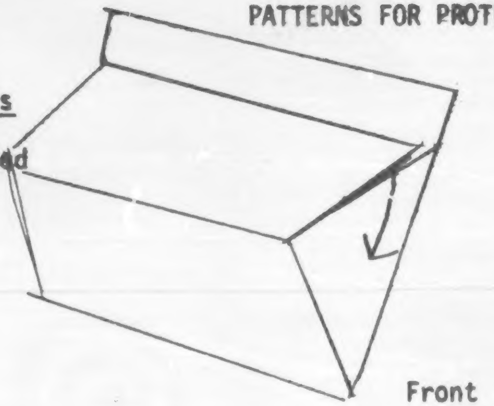
The pencil could say no more, for a big tear was rolling down his face And Billy, too, was sorry; so he washed his little visitor gently and said "From now on you are to be my little pal I'll not lose you, nor bite you, but I'll keep you bright and clean "

From How and Why Library, Heroes volume)
T. G. Nichols Co., Inc. Kansas city

PATTERNS FOR PROTECTION

Newspaper Slippers

Double sheet folded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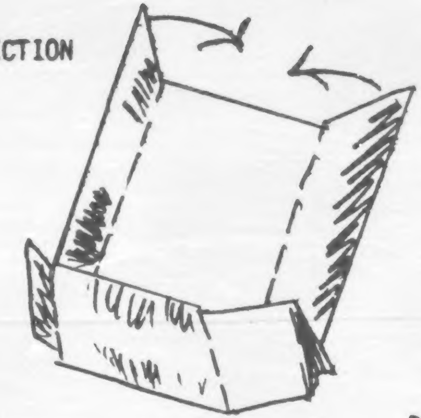
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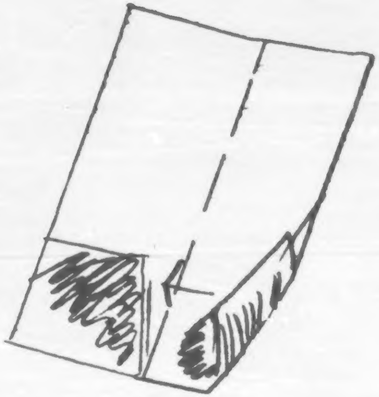
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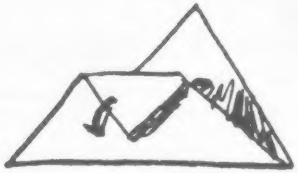
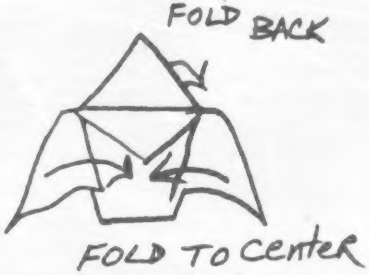
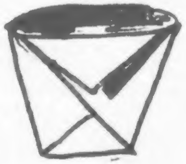
Disposable Drinking Cup

9" square of wax paper

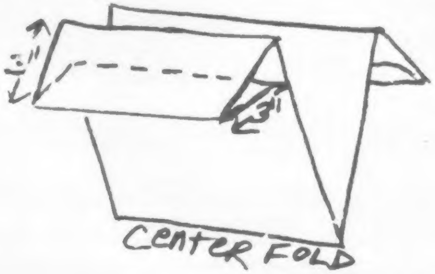


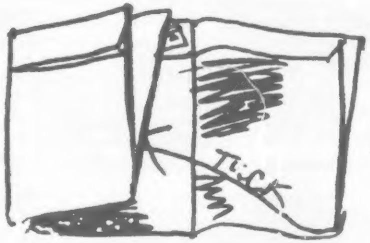

FOLD BACK
FOLD TO CENTER

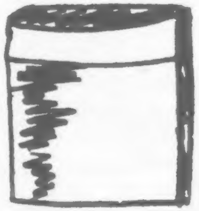


Disposable Tissue Bag

1 double sheet newspaper


3"
3"
CENTER FOLD





14.4

HAIR CUT

Comb and cut and clip, clip, clip.
Part and trim, and snip, snip, snip.

Comb and brush and turn the chair
That's how the barber cuts my hair.

Leland B. Jacobs

SNEEZING

Air comes in tickly
Through my nose,
Then very quickly--
Ahhh---Choo!

With every sneeze
I have to do
I make a breeze--
Ahh--Choo! --Ahh--CHOO"

Mary Allen

AFTER A BATH

After my bath I try, try, try
to wipe myself 'til I'm
dry, dry, dry.

Hand to wipe and fingers and toes
and two wet legs' and a shiny nose.

Just think how much less time I'd
take - if I were a dog and could
shake, shake, shake.

BARBER'S CLIPPERS

The barber snips and snips my hair
With his scissors and then he zips on
His clippers.

It clips up and down
And around my hair in back
Sssss ssss It swishes
On the sides, behind my ears
Ssss sss It tickles
As it slides straight up the
middle of my neck.

Dorothy Baruch

DRESSING

When I put my clothes on, I
groan and grunt. Cause the
buttons are in back, and I'm
all in front. Anonymous.

ENVIRONMENTAL HEALTH

Learning Activities

Environmental Elements

- Contours
- Water
- Objects
- Fog
- Textures
- Tastes
- Fire
- Soot
- Sounds
- People
- Vapor
- Trees
- Balance (kinesthetic sense)
- Temperature and Humidity
- Light
- Odors
- Air
- Animals
- Darkness
- Gravity

Effects of Environment on Senses

A. TOUCH

- wet
- stung
- cold
- bitten
- hot
- silky
- chilled
- soft
- scraped
- furry
- stuck
- smooth
- pricked
- etc.

B. HEARING

- loud noise
- car noises
- soft sounds
- music
- shrill
- birds
- sonic boom
- animals
- trains

C. VISION

- disorder
- order
- dirt
- cleanliness
- beauty

D. SMELL

odors (pleasant and unpleasant)

E. TASTE

- sweet
- sour
- bitter

Protection and Control of Environment

- clothing
- heating
- housing
- ventilation
- adequate nutrition
- air conditioning
- rest
- lighting
- exercise
- etc.
- immunization against diseases

Ways of Changing Environment

engineering
detouring rivers
planting trees
planning
burning off fog
purifying water
bulldozing
purifying air
changing land masses
treating sewage
draining ponds
wildlife sanctuaries

Children's Means of Maintaining Healthy School Environment:

A. Wash hands after going to bathroom.

B. Come to school clean.

C. Use and return equipment and materials to designated areas.

D. Do not create hazardous conditions, e.g. spilling water, leaving chairs out, running

E. Remain home from school when sick.

F. Cover nose and mouth when coughing and sneezing.

G. Assist teacher in beautifying classroom.

H. Care in handling food.

I. Do not eat or put unknown substances in the mouth.

J. Keep room and ground clean.

Keeping Home a Healthy Place to Live

A. Safe water supply.

B. Disposal of Waste.

C. Garbage storage.

D. Orderly placement of equipment.

E. House cleaning.

F. Laundering

G. Dishwashing.

People in Community That Help Make the Community Healthy

A. Sanitation worker

B. Gas Company workers

C. Engineers

D. Doctors

E. Dentists

F. Nurses

G. Grocers

H. Bakers

I. Butchers

J. Health Officers

K. Children

L. Parents

M. Others

Undesirable Pollutants

Domestic Wastes: human wastes, detergents, household greases

Industrial and commercial wastes: grit chemicals, alkalies, dyes, lubricants, metals

Agricultural Wastes: silt, nitrates, fertilizers, pesticides, insecticides, herbicides, animal wastes

Visible Characterists of Polluted Water

scum on top   odor   floating and submerged trash   gas bubbles   types of life in bottom

Movement Education

Guideline for presentation of non-locomotor and locomotor activities:

1. How many ways can you bend?
2. Bend as many parts of your body down as you can.
3. Bend the parts of your body up that you can.
4. Can you bend different ways from a sitting position?
5. Can you, from this position, bend to different levels?
6. Bend your arms in different ways. Can you do it fast? Slow?
7. Bend your knees to different levels. What can you discover?
8. Can you bend to the left? To the right? Which is easier for you? Which direction can you go further?
9. Make a shape by bending two parts of your body.
10. Make a shape by bending three parts of your body. Four parts.
11. Bend your fingers fast. Bend them slow. Bend all ten of them together.
12. Can you pretend each finger is a dance and make up a short dance? Keep time with your toes if you wish.
13. Can you connect bent parts of your body by hooking them together at the bends?
14. How small can you become by bending?
15. Stretch as many parts of your body as you can.
16. Can you stretch your arms in different directions? Remember not to touch anyone. Stretch them to different levels.
17. Lie on the floor. Stretch one leg different ways in space. Stretch the other. Stretch them together. Stretch each in a different direction.
18. How slowly can you stretch one part of your body.
19. Now find a different position. See how many times you can stretch quickly.
20. How many ways can you stretch your fingers?
21. Stretch your fingers one at a time and watch the pattern of flow. What other parts of your hand move as you stretch your fingers?
22. Stand in one spot. Can you stretch to reach a point in space with your hand? How about your toe?
23. Reach for the stars and pull each one to you. How many can you get from all directions and all levels?
24. Using two hands pretend you are pulling something. Did you try it from more than one direction?
25. Pull something low. Pull something high. What are you pulling? Is it light or heavy? Show me by movement.
26. Can you pull something while kneeling?
27. Balance on one part of the body. Now try to pull something. What happens?
28. Pull yourself up from a lying position to a standing position. What did you need to use?
29. Push something imaginary with two hands. What is it? Can you push it with one hand?
30. Pretend you have a big heavy box to push. Try to push it at different levels. Where is it easiest?

31. Push the box in different directions. Is one direction easier then another?
32. Push the box with other parts of your body. Push it hard. Push it easy.
33. From a position on the floor, push yourself to a stand. What part of your body helped you?
34. With you back on the floor, push yourself with any part of your body. Try pushing with another part.
35. Roll over so your tummy is on the floor. Now push yourself to the left. To the right. Now forward. Now backward. Do you use the same or different body parts?
36. Make a circle with a part of your body. Another part. Still another part. How many circles can you make all at once?
37. Vary the size of your circles.
38. Turn your body around. Turn it around the other way.
39. Stand on one foot and turn around quickly. Turn slowly. Give yourself a good push and count how many times you turn around.
40. Get down on the floor. Turn around. Turn over. Can you do it a different way?
41. Can you hop and turn and change directions?
42. Can you bend and turn right? Bend and turn left?
43. Can you make a pattern of four body turns?
44. Support your weight on some other part of your body than your feet. Turn around. Try another body part. Do the same thing.
45. Walk anywhere in the room without touching anyone.
46. How high in the air can you raise your hands?
47. How low can you keep them?
48. Change levels while walking.
49. Can you walk as if you were happy?
50. Can you walk as if you were sad?
51. Can you walk at different speeds? Take large steps. Take small steps.
52. Walk lightly. Walk heavy. Which takes more effort?
53. Walk on different parts of your feet. Try walking fast on the different parts.
54. How does your foot come down when you walk? Try to notice as you move.
55. Walk on your toes. Could you walk this way all day?
56. Walk on your heels. Why don't people walk this way?
57. Walk without bending your knees. Is this a lighter or a heavier walk than ordinary walking?
58. Walk as if you were stepping over big boxes.
59. Walk with your eyes to the sky. Did you touch anyone?
60. Can you run slowly without bumping into anyone?
61. This time run and stop when I clap once. See how quickly you can stop each time I signal with the clap.
62. How quickly can you run?
63. Can you run in a low position?
64. Run on your toes.
65. Can you jump around the room in different ways?

66. Can you jump in a vertical position?
67. Can you jump in a horizontal position? Which way do you get farther?
68. Jump in different directions.
69. How far can you jump?
70. Jump in place, but vary the speed.
71. Jump and turn your body in the air. Did you get all the way around? Can you jump and turn farther? Can you turn another way while jumping?
72. Can you jump and make your legs move while up in the air?
73. Can you jump with your legs crossed?
74. Can you jump with one foot forward and one foot backward? Can you repeat this fast and slow?
75. Jump like a bouncing ball. Vary the bounce high and low.

Skills that were not covered in the presentation that can be used in the classroom are twisting, lifting, rocking, leaping, skipping, sliding, and rhythm and dance.

THE BASIC FOUR FOOD GROUPS

MILK GROUP

Children under 9 .... 2 to 3 cups
Children 9-12 .... 3 or more cups
Teenagers .... 4 or more cups
Adults .... 2 or more cups

BREAD - CEREAL GROUP

4 or more servings
Whole grain, enriched
or restored

MEAT GROUP

2 or more servings

Beef, veal, pork, lamb,
poultry, fish, eggs -

As alternates - dry beans,
dry peas, and nuts

VEGETABLE - FRUIT GROUP

4 or more servings

Include -
A citrus fruit or other fruit or vegetable important for Vitamin C

A dark green or deep yellow vegetable for Vitamin A - at least every other day

Other vegetables and fruits, including potatoes

CONCEPT I

Knowing the four basic food groups is necessary for understanding good nutrition.

ACTIVITY I

Objective: To construct a train in which each boxcar represents one basic food group.

Materials Needed: 5 or 10 milk cartons; 5 or 10 pieces construction paper (red, yellow, blue, green black); yarn; scissors; paste or masking tape; felt-tipped pens.

Procedure: Teachers who enjoy fostering team competition should ask the class to divide themselves into two groups. The teacher may need to assign students to groups and select a group leader. Other teachers may want to use one large group.

Assign two or more children to cut one side or top out of a milk carton and cover the carton with colored paper. Each train should include a boxcar of red, green, blue, and yellow. The black engine can be decorated in any manner that the children wish. A straw inserted through the carton on each end can serve as an axle for wheels which can be cut from cardboard.

When the black engine and the four colorful cars have been completed, punch a hole in each end of the cars with scissors and run a small piece of yarn between the cars and knot securely.

Label the red car "meats", the green car "vegetables and fruits", the blue car "dairy products", and the yellow car "bread and cereals".

A teacher may prefer to use five shoeboxes rather than the milk cartons.

COMMENTS TO TEACHERS

Time Required: 15 to 20 minutes

There are four basic groups of food.

Each group is represented by a color in the food train.

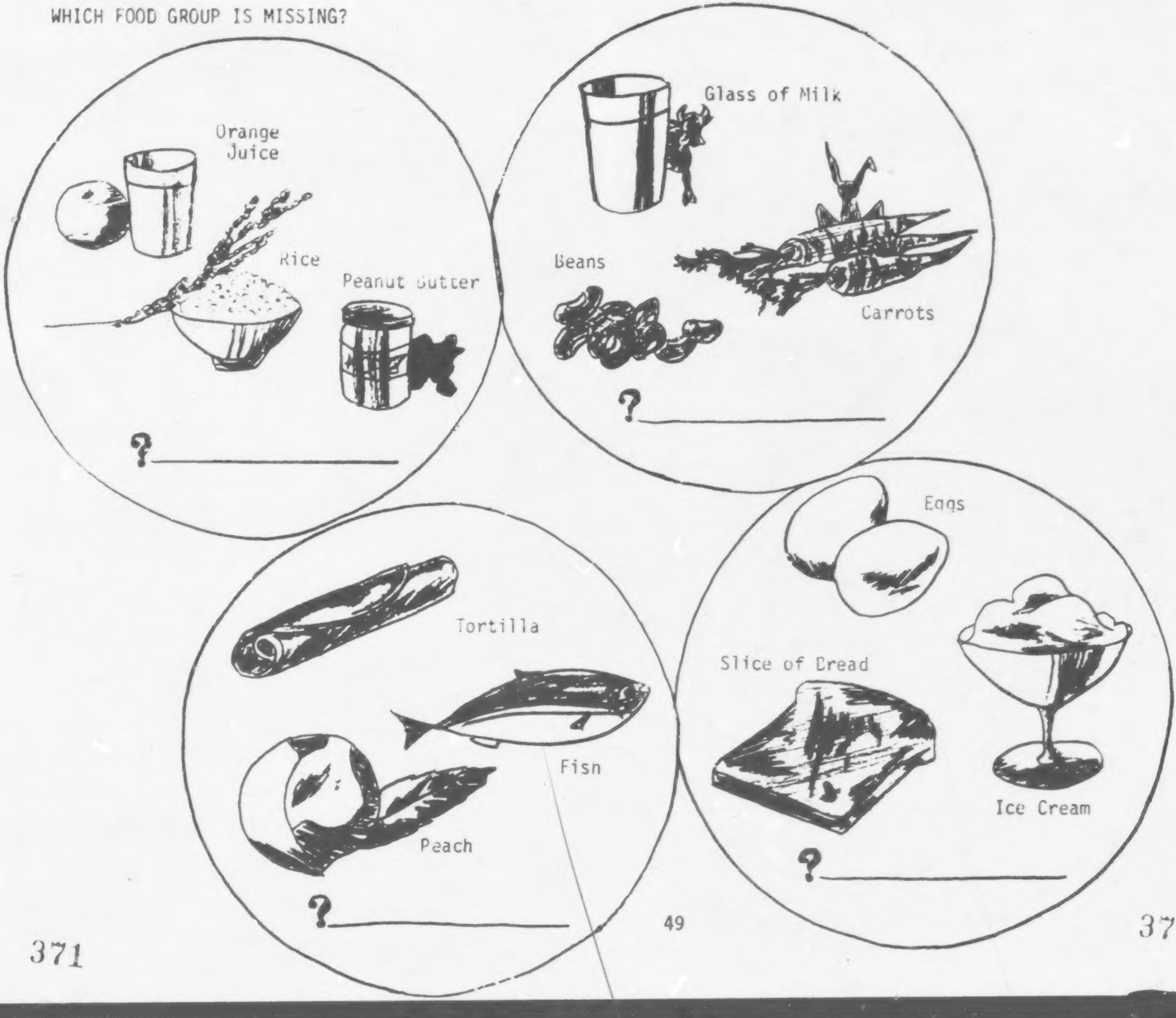
The food groups for the train are:

1. Meats - Red
2. Vegetables and Fruits - Green
3. Dairy Products - Blue
4. Bread and Cereals - Yellow

Collect milk cartons in advance. The small eight-ounce size may be obtained from the cafeteria, but the deluxe model train will require the pint, quart or half-gallon rectangular paper milk carton. Wash and dry the cartons to prevent sour milk in the carton.

(Covering the cartons makes a good parent-volunteer activity because there is no easy way for children to cover a wax paper carton with construction paper.) The food trains can be exhibited in the classroom, in the principal's office, or in a hall display case.

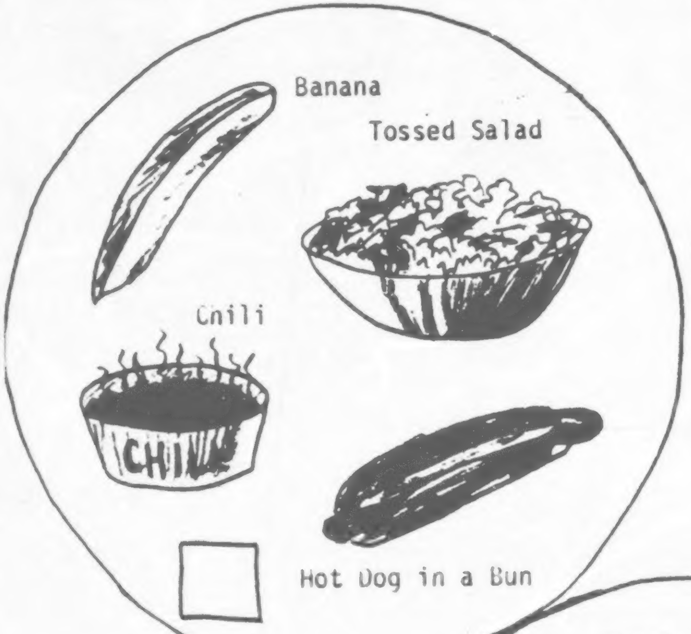
WHICH FOOD GROUP IS MISSING?

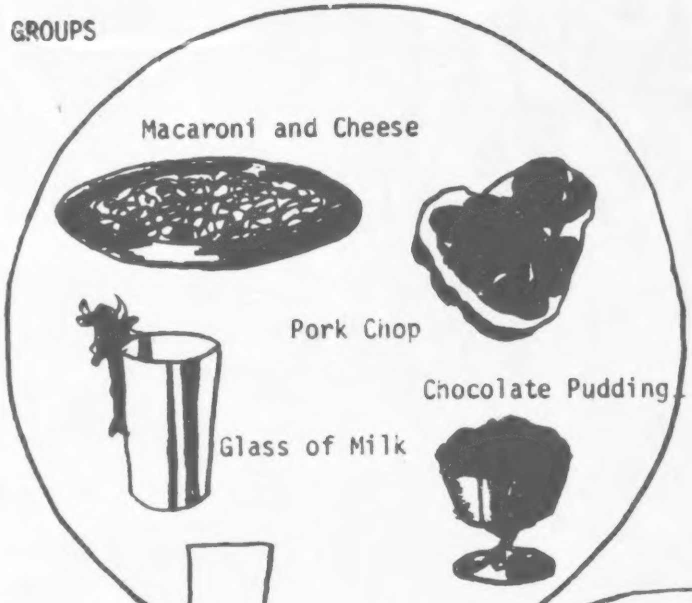

Orange Juice
Rice
Peanut Butter
?____________
Glass of Milk
Beans
Carrots
?____________
Tortilla
Fish
Peach
?____________
Eggs
Slice of Bread
Ice Cream
?____________

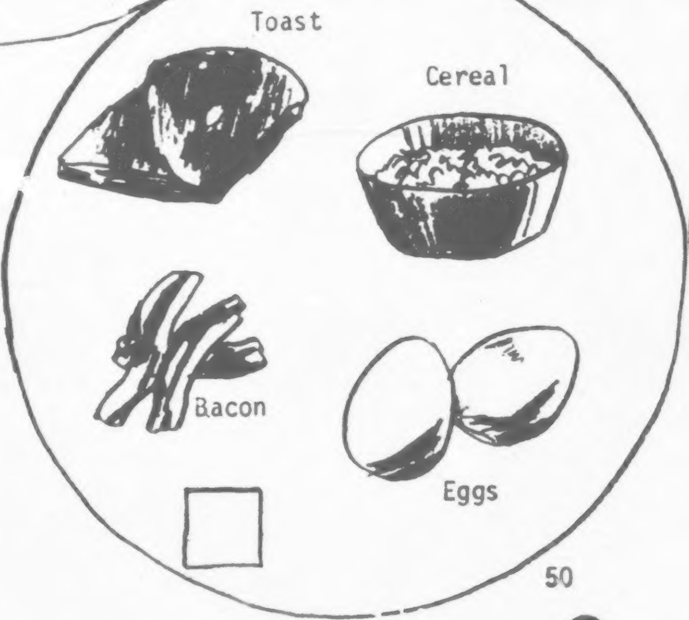
371

372

PUT AN X IN THE BOX THAT SHOWS ALL 4 FOOD GROUPS


Banana
Tossed Salad
Chili
CHILI
Hot Dog in a Bun
☐


Macaroni and Cheese
Pork Chop
Chocolate Pudding
Glass of Milk
☐


Toast
Cereal
Bacon
Eggs
☐

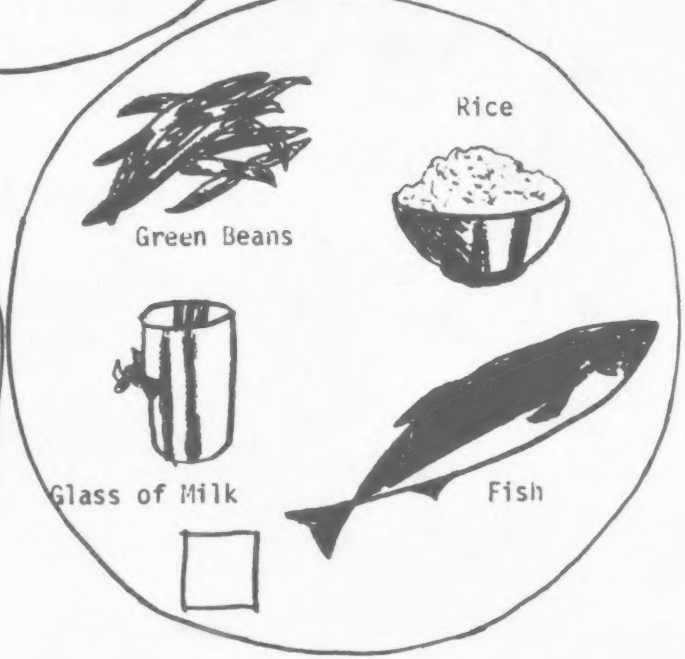

Rice
Green Beans
Glass of Milk
Fish
☐

TABLE MANNERS

When was the last time a stranger, probably someone's grandma, stopped at your table to tell your mom and dad what nice, polite children they have? Last time you ate out? Congratulations. Never? Better read on.

If you're sitting in a restaurant right now, look around. Notice anyone watching you? That's because people like polite kids. Kids with sloppy table manners turn everyone off - including the waiters and waitresses and even their own moms and dads. It's a fact that moms and dads are much more likely to take you along when they know they can count on good table manners. Ask them.

TIP 1 Keep An Eye On Your Mom

Wait when she waits. Walk when she walks. Sit where she tells you to sit. Somehow, moms know how to do all these things. Don't just plop down in the chair when you reach your table. Ladies and gentlemen wait for the older folks to sit down first. It might even be nice to help your mom with her chair. But she'll let you know. Just keep an eye on her.

TIP 2 Be Nice To Your Napkin

A napkin is not a mop. It does not give you permission to be careless with your ketchup or milk.

A napkin is provided to protect your good clothes against the occasional accidents that will happen. Put it on your lap and leave it there except when you use it to wipe your mouth. Pat - don't rub - your mouth with the napkin before you take a drink. This keeps food crumbs off the edge of the glass.

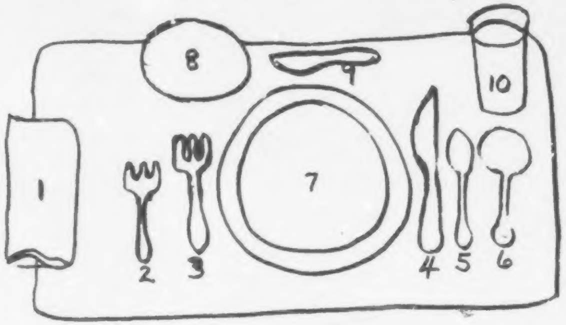
In some restaurants, especially where they serve spaghetti or lobster or other hard-to-eat foods, its quite proper to tie a big napkin around your neck or tuck it into your collar. But your mom and dad will know when you can do that.

TIP 3 Know Your Silverware

The name of each piece of silver usually tells you what it's for. For example, a salad fork is used to eat salads; a soup spoon is used to eat soup; a steak knife is used to cut steak. Remember to use the proper piece of silver with the food you're eating. But don't make a big deal out of it. If you want to eat your ice cream with your teaspoon, we doubt if the roof will fall in. The drawings in Tip 4 will help you tell one piece of silver from another.

TIP 4 Know Your Place Setting

Here's how most place settings are arranged.



1.	napkin
2.	salad fork
3.	dinner fork
4.	knife
5.	teaspoon
6.	soup spoon
7.	dinner plate
8.	butter plate
9.	butter knife
10.	glass

Knives are placed on the right side of the plate because most people hold them in their right hand. Forks go on the left because they're held in the left hand for cutting meat.

If you're having a big meal with lots of courses, you'll find yourself starting with the silverware on the outside and working in toward your plate. See? The first course will be soup so the soup spoon is on the far right. The next course will be salad so the salad fork is on the far left.

That way, the right piece is always in the right place when you need it.

TIP 5 Get Ready, Get Set . . .

BUT DON'T START until everyone at the table has been served. This is true for every course - the soup, the salad and the main course which is usually called the "entree". Best idea here is to go back to Tip 1 and keep an eye on your mom. You start after she does.

TIP 6 Sip. Don't Slurp.

Soup can be noisy. And the hotter it is the harder it is to eat. Soup is usually coolest right on top, close to the edge of the bowl. Start spooning toward the far edge of the bowl (to keep from accidentally sloshing it into your lap), blow gently on the spoon if you like and sip quietly. Be patient. It will cool down.

And please - don't haul off and blow into the bowl. Wet noses are reserved for apple bobbing contests.

TIP 7 Know Your Salads

Salads can look like a lot of things - from lettuce, to gelatins, to fruits, to slaws. A salad is usually served in a separate bowl or plate to the left of your plate - and that's where it should stay.

Don't dump it on your dinner plate or move it to the right. It'll just get in the way.

Sometimes the dressing is already on the salad. Sometimes you have to put it on. When you do, just remember to use it sparingly since others at the table may want the same kind.

TIP 8 Wait for the Main Event

The entree - or main course - is what you came here for. So make sure you've saved enough room for it. You do that by cutting down on all the rolls and breadsticks and other goodies on your table. You'll enjoy your main course more, and mom and dad will be pleased too.

The entree is meat or fish or fowl and vegetables. It can be served three ways: (1) someone at the head of the table passes food-filled plates from person to person until everyone has been served, (2) serving dishes are passed around the table and each person helps himself (try to guess how much you'll eat and just take that much; you can always get a second helping later if you're still hungry) or (3) each plate is prepared in the kitchen and a waiter or waitress sets it at your place.

Relax and eat slowly. Now is the time to enjoy the food and quiet conversation that make dining out something special.

TIP 9 Finger Foods

Some foods are hard to eat with silverware so there's nothing wrong with using your fingers. These include olives, pickles, radishes, corn on the cob, small cakes, bread, rolls, ribs and fried small cakes, bread rolls, ribs and fried chicken. Some people use fingers for french fries, but a fork is really nicer - especially in a restaurant. Again, keep an eye on your mom.

TIP 10 "I'm Done"

Something is "done" when it's cooked. Since you're not cooked, you're not "done".

There are polite ways to let your mom and dad know when you've finished your main course.

Make sure your butter knife is across your butter plate, your salad fork across your salad plate, your dinner knife and fork together across your dinner plate. Then sit quietly until the others have finished.

Don't bunch up your napkin and drop it among the left-overs. Leave it on your lap - and you might even get some dessert.

TIP 11 Say "Thank you" To Everyone

Waiters and waitresses have a tough job. But when they serve polite kids they usually glow. Watch them. Say "thanks" every chance you get. Tell them you like the food. Smile. And when you leave, say "thanks" again. It'll make them feel great, and give you kind of a good feeling, too.

-ORDER FORM-

Idaho Department of Health & Welfare - Dental Health Education Materials

Pamphlets and films are available at no cost from the Dental Health Section, Idaho Department of Health and Welfare, Statehouse, Boise, Idaho 83720 (384-2127).

To ensure the continued availability of these dental education materials, please limit pamphlet orders to 200 or less and reserve films well in advance of proposed dates.

Requested by:
name _______________
street _______________
city _______________

FILMS

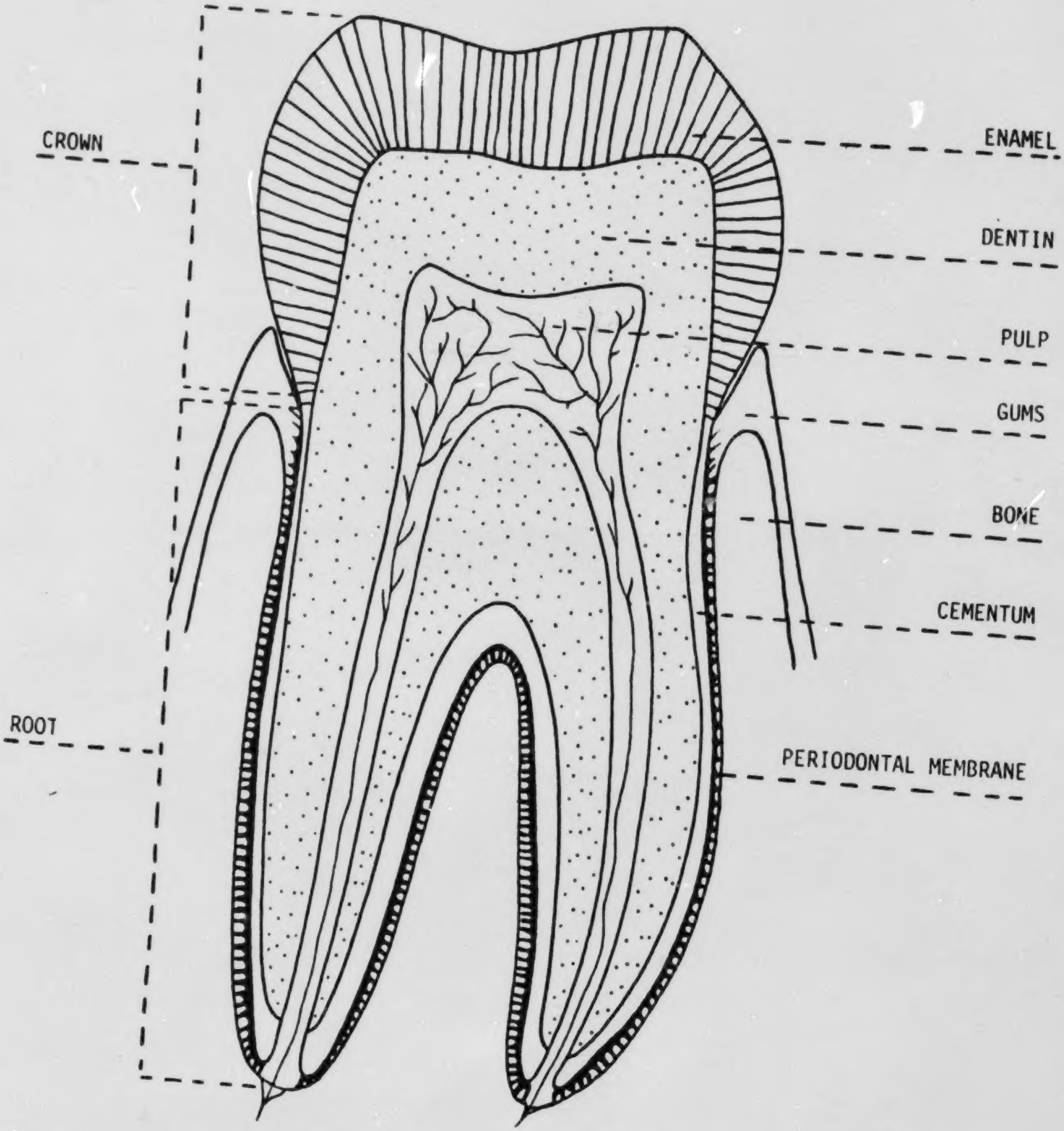
Dates
_____ Anatomy of a Toothache (up el-ad) 6 min.
_____ Care of Children's Teeth (hs-ad) 4 1/2 min.
_____ Doorway to Dental Health (jh-ad) 15 min.
_____ Duncan the Dragon Slide Series (K-3)
_____ Flossing and Brushing (all ages) 8 min.
_____ Fluoridation (sh-ad) 3 min.
_____ The Fluoridation Story (sh-ad) 3 min.
_____ The Haunted Mouth (el-ad) 13 min.
_____ Michael Gets a Letter (filmstrip & record, K-2)
_____ Michael Likes Good Food " " " "
_____ The Munchers: A Fable (el) 15 min.
_____ Pedro and the Dentist (filmstrip & record, K-2)
_____ Preventive Dentistry Slide Series (up el-ad)
_____ Putting It Straight (jh-ad) 14 min
_____ Showdown at Sweetrock Gulch (el-jh) 13 min.
_____ Teeth are Good Things to Have (up el-ad) 13 min
_____ The Truth About Fluoridation (sh-ad) 15 min.
_____ Who Are You Kidding? (up el-ad) 4 1/2 min
_____ Why Clean Your Teeth? (up el-ad) 17 min.
_____ Why Fluoridation? (jh-ad) 15 min.

PAMPHLETS

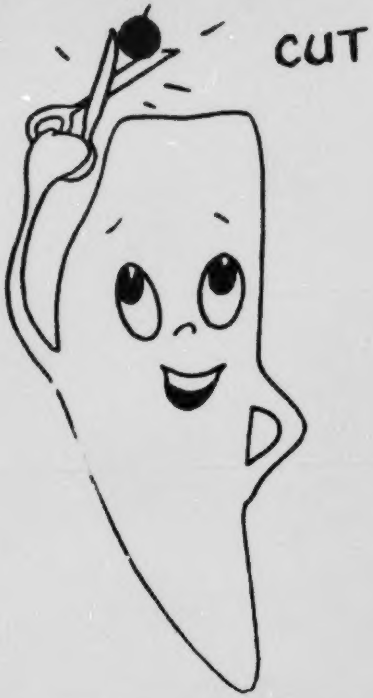
Quant.
_____ A Chalk Talk on Dental Facts
_____ Cleaning Your Teeth and Gums (Spanish)
_____ Dental Flossophy
_____ Dental Flossophy (Spanish)
_____ Happiness is a Healthy Mouth (limit 25)
_____ Diet and Dental Health (limit 5)
_____ Good Snacks Help Protect Teeth
_____ Good Snacks Help Protect Teeth (Spanish)
_____ How Much Sugar is There In . . .?
_____ Lets Plan Snacks for Tots
_____ Fluoridation - Nature's Way to Prevent Dental De
_____ Nursing Bottle Mouth (limit 10)
_____ The First Permanent Molar
_____ Your Child's First Visit to the Dentist
_____ Between 13 and 18?
_____ Your Child's Teeth (limit 1)
_____ Orthodontics: Questions and Answers (limit 10)
_____ Your Guide to Oral Health
_____ You and Your Teeth (limit 10)
_____ Smoking and Oral Cancer
_____ Your New Dentures
_____ Removable Partial Dentures
_____ Don't Do It Yourself (dentures)
_____ How to Become a Wise Dental Consumer
_____ Dentistry - A Changing Profession
_____ Dental Hygiene Career Pamphlets

POSTERS

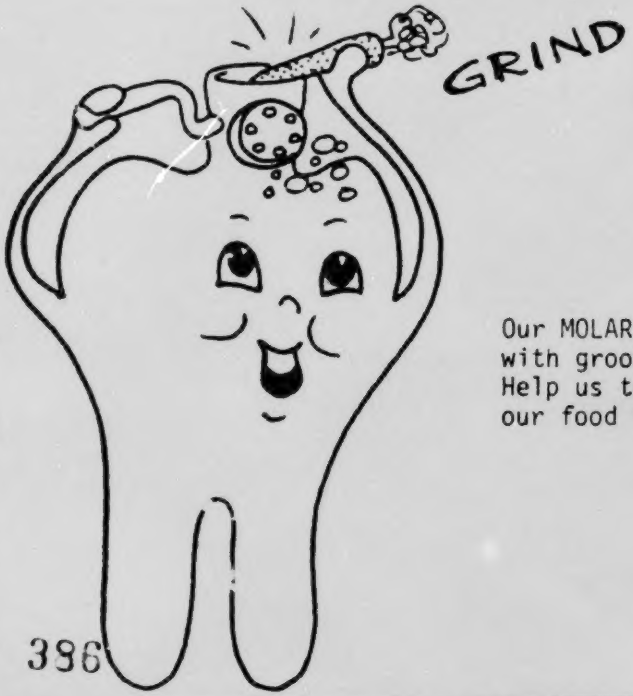
_____ ADA National Children's Dental Health Week
_____ Splurge! (frayed tooth brushes)
_____ Attack Plaque
_____ We can't Bear Dirty Teeth (class brushing record


CROWN
ENAMEL
DENTIN
PULP
GUMS
BONE
CEMENTUM
ROOT
PERIODONTAL MEMBRANE

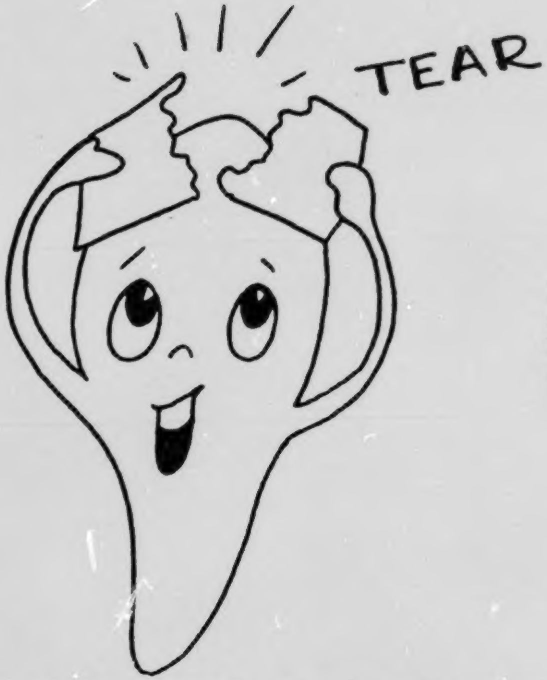
CROSS-SECTION OF A TOOTH AND ITS SUPPORTING STRUCTURES



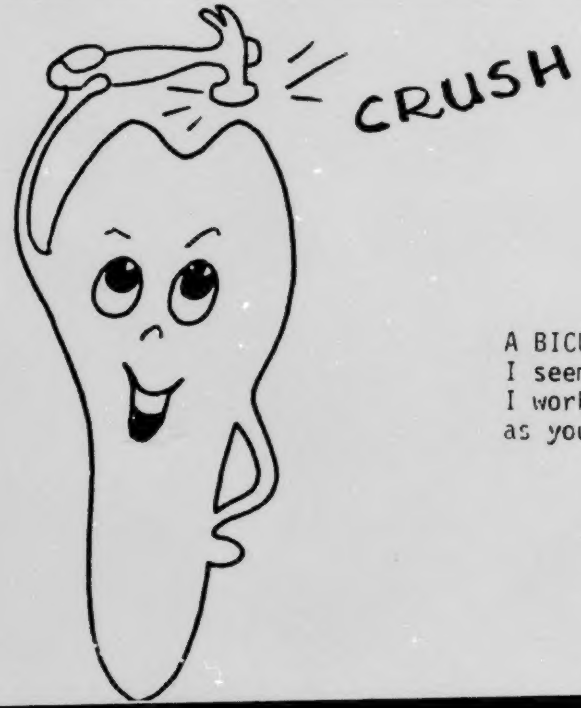
Our INCISOR teeth
are our clippers,
They work together
like a pair of scissors.



Our MOLAR teeth
with grooves and pits,
Help us to grind
our food to bits.



Our CUSPID teeth
help us to eat,
Their biggest job -
to tear up meat.

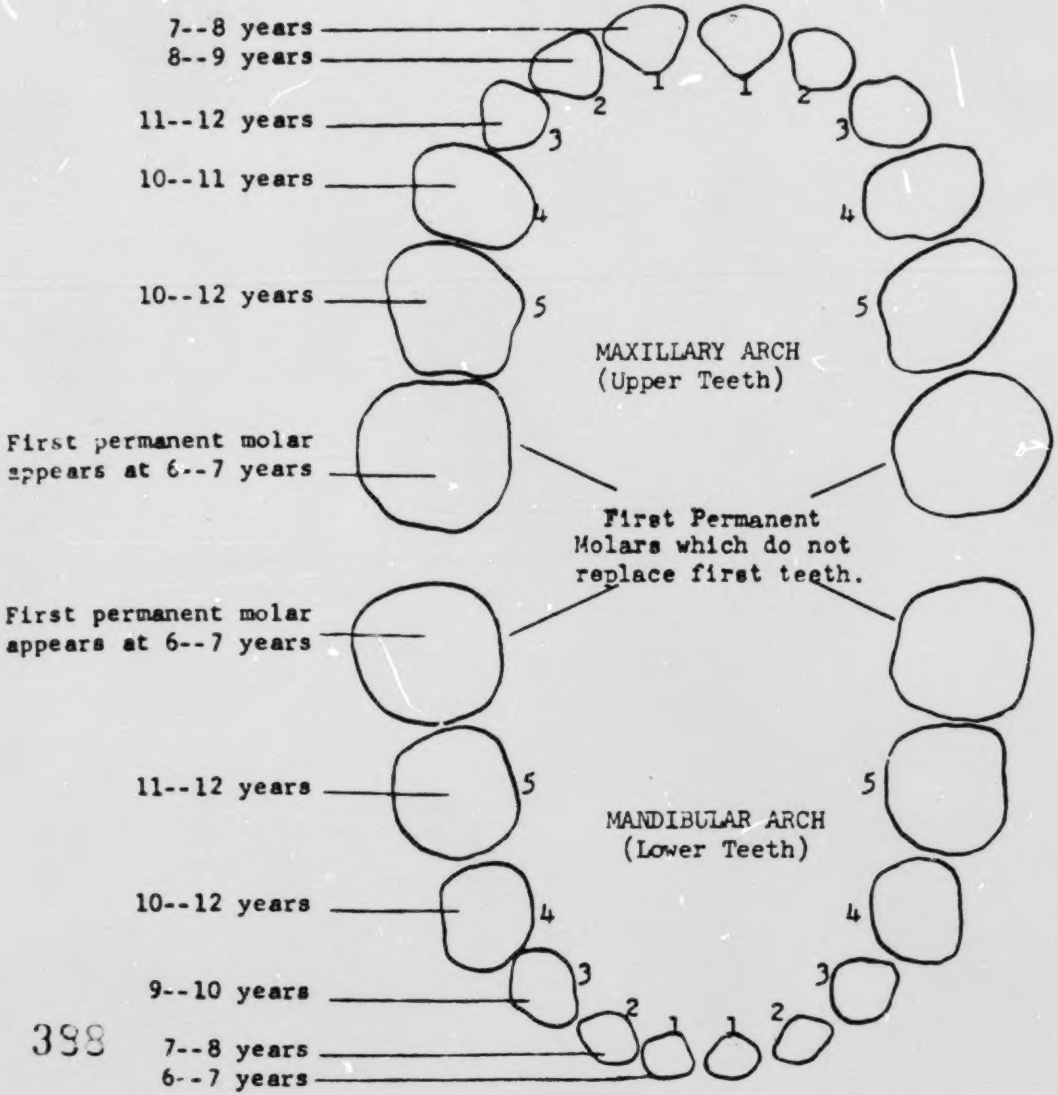


A BICUSPID or double toot
I seem to be,
I work like a crusher
as you can see.

MY TEETH

NAME .... AGE ...... GRADE ......

Permanent teeth will replace Primary teeth (numbered 1 to 5) during the age spans shown below:


7--8 years
8--9 years
11--12 years
10--11 years
10--12 years
First permanent molar appears at 6--7 years
First permanent molar appears at 6--7 years
11--12 years
10--12 years
9--10 years
7--8 years
6--7 years
1
1
2
2
3
3
4
4
5
5
MAXILLARY ARCH
(Upper Teeth)
First Permanent Molars which do not replace first teeth.
MANDIBULAR ARCH
(Lower Teeth)
5
5
4
4
3
3
2
2
1
1

Names of Primary Teeth:

1. Central Incisor
2. Lateral Incisor
3. Cuspid
4. First Primary Molar
5. Second Primary Molar

Note to Parent:

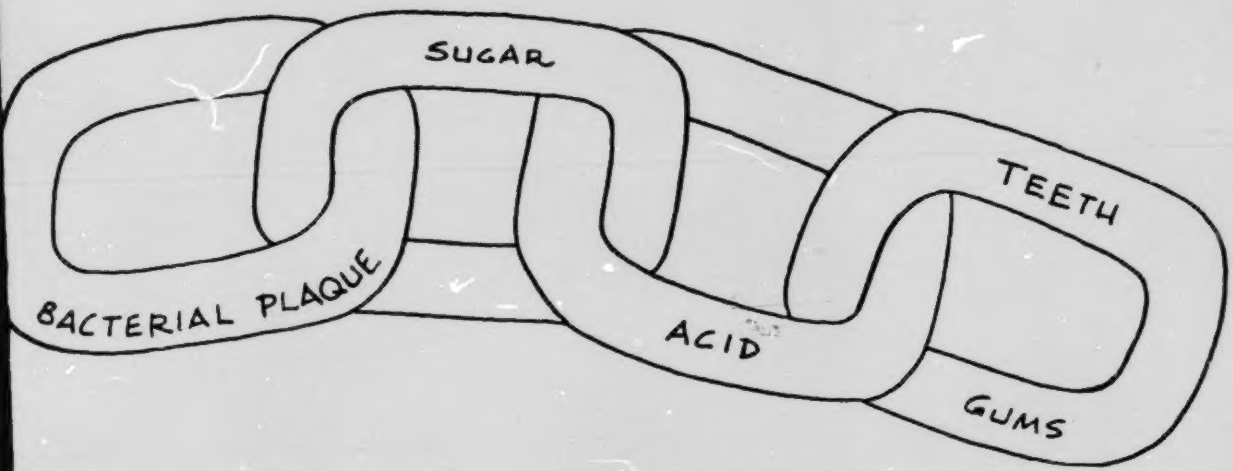
Please help your child learn about his teeth by completing the following (for your child's mouth) on this chart:

1. I have ___ teeth.
2. There are ___ First Permanent Molars.
3. Mark F on teeth that are filled.
4. Mark M on teeth that are missing.
5. Color the Primary teeth yellow.
6. Color the Permanent teeth blue.

Primary teeth must be kept healthy during the time they remain in the mouth. They, like permanent teeth, require regular home and professional care.

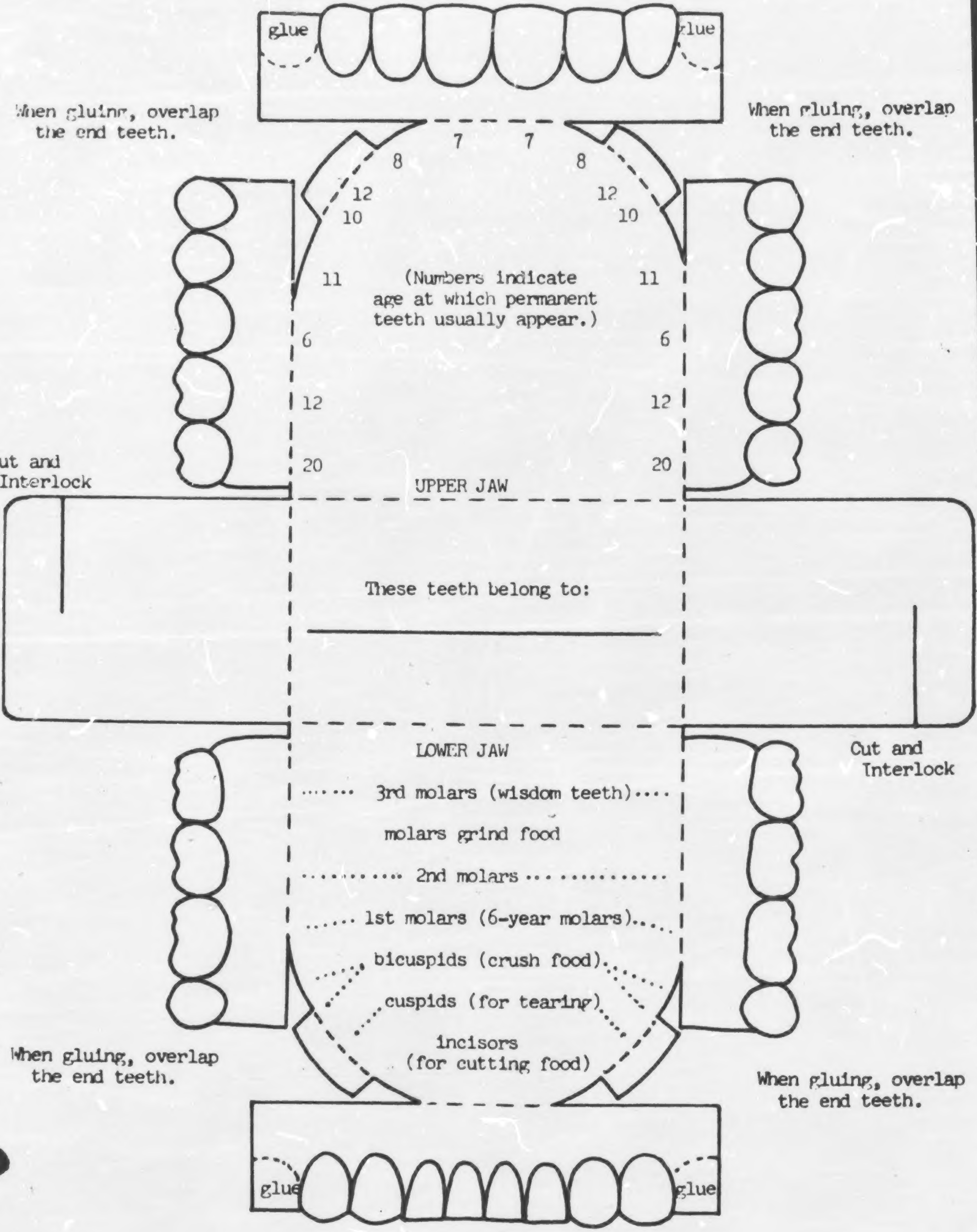
[illegible] Department of Public Health M-20a
(Rev. 11-67)

CHAIN OF DENTAL DISEASE


SUGAR
TEETH
BACTERIAL PLAQUE
ACID
GUMS

TOOTH DECAY

GUM DISEASE


glue
glue
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UPPER JAW
LOWER JAW
3rd molars (wisdom teeth)
molars grind food
2nd molars
1st molars (6-year molars)
bicuspids (crush food)
cuspids (for tearing)
incisors
(for cutting food)
glue
glue

(Numbers indicate age at which permanent teeth usually appear.)

These teeth belong to: ____________________

When gluing, overlap the end teeth.

When gluing, overlap the end teeth.

Cut and Interlock

Cut and Interlock

When gluing, overlap the end teeth.

When gluing, overlap the end teeth.

"ALBERT AND THE ALLIGATOR!"

"Albert!" called his mother. "Do you think you could go to the store by yourself?"

"Yes, mamma," said Albert, happily, "I know I could."

"Well, you need a toothbrush and some fluoride toothpaste," said his mother. "I'll put the money in this handkerchief. Now, be careful."

"Yes, mamma," said Albert.

"Look both ways before you cross the street."

"Yes, mamma," said Albert.

"Don't lose the money."

"No, mamma," said Albert.

"And come straight home."

"Yes, mamma," said Albert.

Albert hurried down the street. When he reached the corner, he looked both ways. There were no cars coming so he crossed the street. He held the handkerchief tightly in his hand. He was very proud of himself. He hopped, skipped and jumped until he reached the drug store. There, he handed the handkerchief to Mr. Gray.

"What can I do for you, Albert?" asked Mr. Gray.

"I need a toothbrush and some fluoride toothpaste," smiled Albert.

"Here you are," said Mr. Gray, "and here is your change in the handkerchief."

"Thank you," said Albert.

He put the handkerchief in his pocket and took the package, feeling very grown up.

Outside the store, Albert had an idea.

"I will take the path home that goes through the swamp," he said. "Maybe I will find some cattails."

Albert ran along the path. He looked to the left. He looked to the right. He didn't see any cattails. Then he looked straight ahead and stopped. Right in front of him, on the path, was a big green alligator!

"H'mph," said the alligator, "who are you?"

"I-I'm Albert, sir," he answered in a shaky voice.

"Well, Albert, you're just in time to make me a fine supper. What do you think?"

"I don't think so, sir. I may be a little tough."

"Nonsense," snorted the alligator, "with my fine, sharp teeth, I could chew you up: one, two, three - just like that!" The alligator grinned so that Albert could see his teeth.

Albert shook his head. "They don't look very fine to me," he said. "They look awfully dirty and black in spots and, yes, I do believe you might have a cavity there."

"Cavity!" "Dirty teeth!" roared the alligator. "What do you mean? What's the matter with my teeth?"

"Maybe you forgot to brush them," Albert said, helpfully.

"Brush my teeth? I never brush my teeth? Why should I?"

"It would help prevent cavities and it would make them clean and healthy," said Albert. "Here! Let me show you."

He took out his new soft, nylon multi-bristled toothbrush. Bravely, he started to brush the alligator's teeth.

"Hee, hee, hee," giggled the alligator. "That tickles. It makes my teeth feel slippery clean."

"There," said Albert. "Now rinse your mouth with water and go look at yourself in that pond." The alligator rushed to look.

"Oh, see my shiny, clean teeth," he cried as he admired himself in the pool. "Come, Albert, look at my beautiful teeth!"

But Albert was running back to town as fast as he could run. At the drug store, he handed Mr. Gray the handkerchief again.

"What is it this time, Albert?" asked Mr. Gray.

"I need another toothbrush," said Albert.

"Did you lose the other?" asked Mr. Gray.

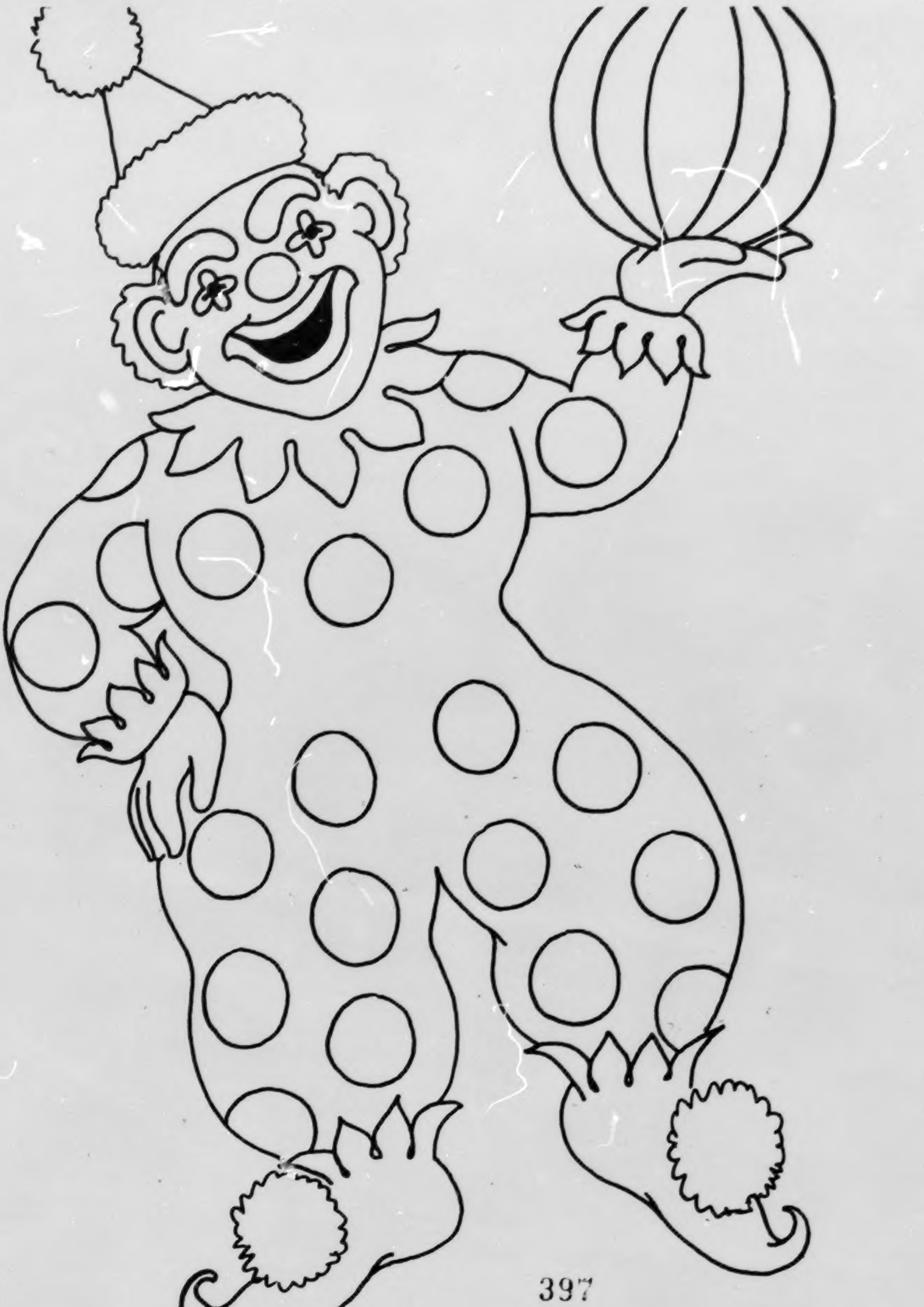
"Sort of," said Albert.

"Well, here you are," said Mr. Gray, "and there's your change. Don't lose it this time."

"No, sir," said Albert.

"And go straight home," said Mr. Gray.

"YES, SIR!" said Albert, and that's just what he did.



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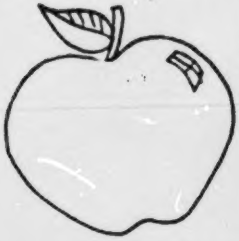
Draw a circle around the foods that are good for your teeth.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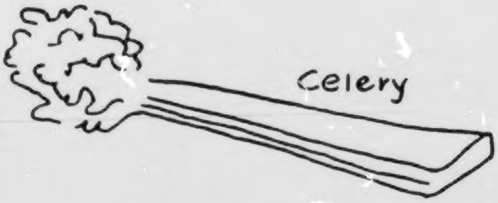
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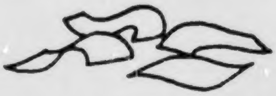
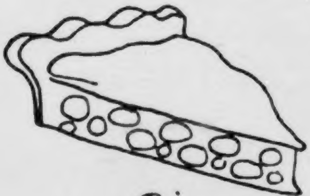
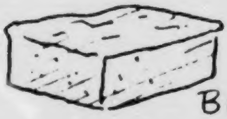
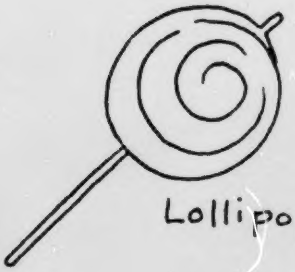
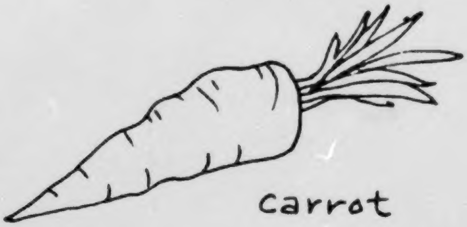
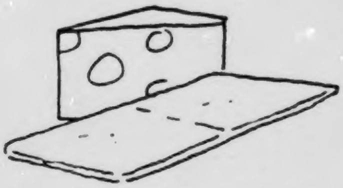

Fritos

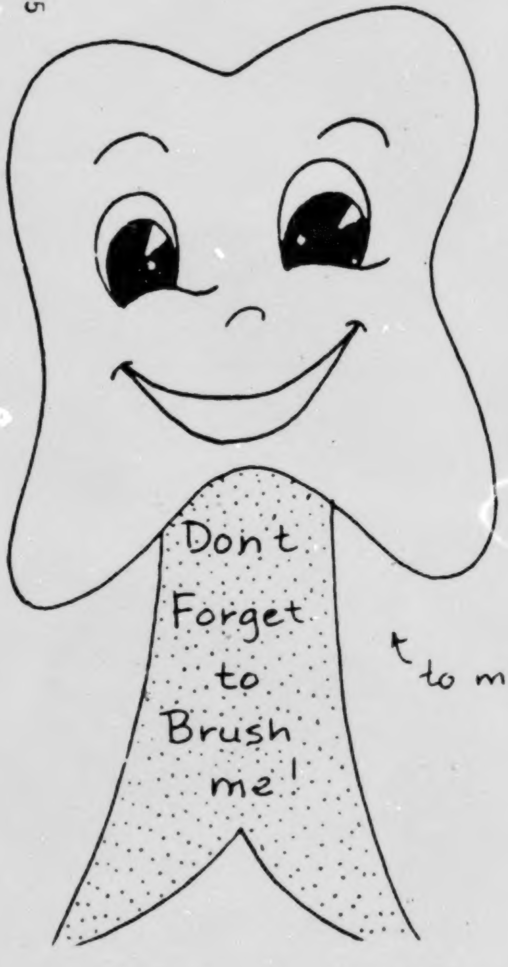

Pie


Brownie


Lollipop


Carrot


crackers & cheese



to make

"WHITE TEETH, WHITE TEETH"

Tune: "Twinkle, Twinkle Little Star"

White teeth, white teeth, see them gleam,
When we keep them nice and clean.
We will brush them every day,
That will keep them from decay.
White teeth, white teeth, see them gleam,
When we keep them nice and clean.

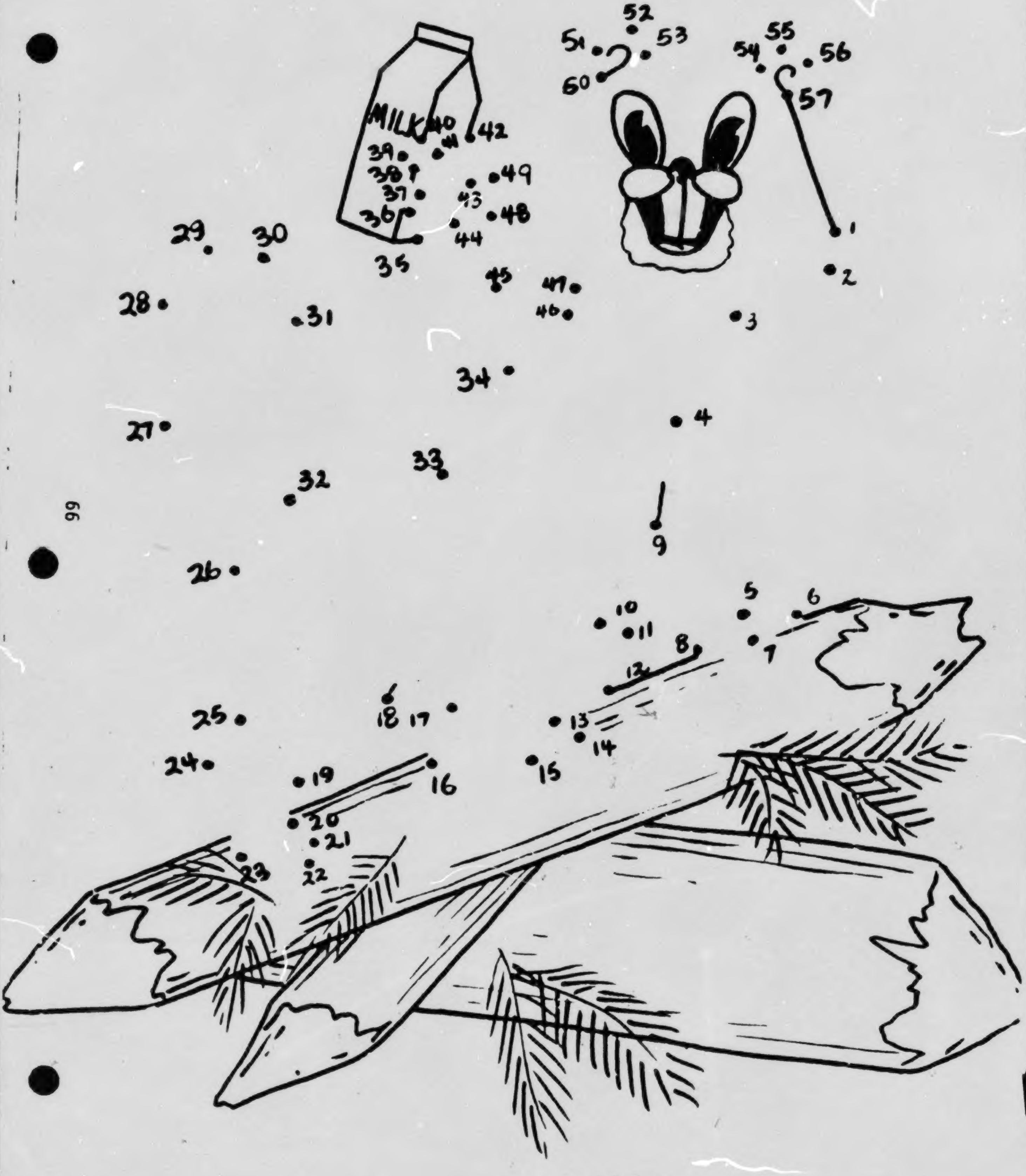
"SWEET-TOOTH SUE"

Tune: "Oh, My Darling Clementine"

I like ice cream, I like candy,
I like anything that's sweet.
When my mother isn't looking
That is all I ever eat.

Not potatoes, not tomatoes,
Not fresh fruit or even meat.
I don't like them, I won't eat them,
All I want is something sweet.

Alabama Teachers' Manual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SAFETY SONGS AND POEMS

A bicycle safety song is a good way to lead into a discussion of all bike safety rules. It's sung, of course, to the tune of "A Bicycle Built for Two".

Pe-dal push-ers, bikes can be lots of fun
But ride a-long when out for a spin you've spun,
Remember that riding double
Can only bring you trouble--
If stopped or bumped,
One guy gets dumped
'Cause your bicycle's built for one!

PLAY THE SAFETY WAY

Tune: "Jingle Bells"

Save a life! Save a life!
Do your bit today.
Oh, what fun it is to run
And play the safety way.
Watch your step! Watch your step!
Take no chance today.
You don't want any broken bones;
So, play the safety way.

STOP - THINK!

Tune: "Hail! Hail! The Gang's All Here"

Stop! Wait! A car's in the street!
Don't you see it coming?
Hear the motor humming?
Stop! Wait! Just take your time!
Help to save a life today.

Stop! Wait! Relax and live!
You don't have to hurry;
There's no need to scurry.
Stop! Think! Let safety rule
As you drive your car today.

TOGETHERNESS

Tune: "Red River Valley"

Oh, we feel mighty comfy and pally
In our front seat just built for us two.
When in with us are Tom, Dick and Sally
And at times Maude and Herbie and Sue.

Round the corners it's tough with the steering,
And my foot sometimes can't find the brake,
And the jam interferes with my breathing,
But the fun, gee, how merry we make!

Oh, I'm sorry I banged up the lamppost
When they fell on me, what could I do?
But we sure have made jobs for the doctor
And our noses and teeth are all new!

THE SAFETY WAY

Tune: "Do-Re-Mi" (from the "Sound of Music")

"S" for safety, save a life;
"A" is aim to careful be.
"F" is faith in safety rules;
"E" evade all jeopardy.
"T" is think before you act.
"Y" is yield the right of way.
So for danger be alert
And you'll live the Safety Way.

"S" is for the sleep you need.
"A" is always be aware.
"F" is for the fun you have;
"E" is exercising care.
"T" is try to do your best;
"Y" is wise, beware of falls.
So for happiness and health
You abide by safety rules.

THINK OF SAFETY

Tune: "The More we Get Together!"

The more we think of safety,
Of safety, of safety.
The more we think of safety,
The happier we'll be.
Drive safely, walk safely;
Play safely, ride safely;
The more we think of safety,
The happier we'll be.

SING A SAFETY SONG

Tune: "Sidewalks of New York"

Safety! Safety!
Sing a safety song.
Sing for safety every day
And help the cause along.
You and I together
Can save a life today.
So, let's take care
And watch our step,
And live the safety way.

ALL THE TIME

Tune: "Battle Hymn of the Republic"

We're careful in the morning
When we're on our way to school.
We're careful when we're going home
To break no safety rule.
We're careful in the building
On the steps we never fool.
For we're careful all the time.

Safety First is what we practice.
Safety First is what we practice.
Safety First is what we practice
For we're careful all the time.

We never run in front of cars
Nor hang onto a truck.
We look before we cross the street
Just so we won't be struck.
We know that accidents are not
A matter of luck,
So we're careful all the time.

YANKEE DOODLE SAFETY

Tune: "Yankee Doodle"

When Yankee Doodle came to town,
Through lane and street and byway,
He looked around and up and down,
Before he crossed the highway.

Yankee Doodle had some pep,
Dressed up spick and spandy,
O be careful, watch your step,
Like Yankee Doodle Dandy.

OUR PLEDGE

Tune: "America the Beautiful"

Oh, safety must our motto be,
Our slogan and our goal;
Our own eternal vigilance
Must be or vital role.
America, America,
We'll ever strive for thee;
Our strength and health will be thy wealth
Thy hardy children we.

For vigor and for usefulness,
For mental clarity,
For life and limb, and happiness
Our safety aim must be.
America, America,
We'll ever heed thy call;
In strength and health we'll be thy wealth
Thy able children all.

SAFETY FIRST

Tune: "Little Brown Jug"

Riding on the bus to school
Don't act like a silly fool.
As you travel mile by mile,
Keep your feet out of the aisle.

Safety First, Safety First.
Use your head and use your eyes.
Safety First, Safety First,
When you're careful, you are wise.

On the playground, running 'round.
Don't knock others to the ground.
Near the swings don't run and jump,
Swings can give a nasty bump.

WAITING FOR THE SCHOOL BUS

Tune: "She'll Be Comin' 'Round the Mountain"

We'll be waiting for the school bus when she comes (chug, chug)
We'll be waiting for the school bus when she comes (chug, chug)
We will never get there late and behind the curb we'll wait
We'll be waiting for the school bus when she comes. (chug, chug)

We will board the school bus safely when she comes (step up)
We will board the school bus safely when she comes (step up)
We will get on single file, walking Scotty Scarecrow style
We will board the school bus safely when she comes. (step up)

We will leave the school bus safely when she goes (step down)
We will leave the school bus safely when she goes (step down)
We will cross at the front of the bus when the driver signals us
We will leave the school bus safely when she goes. (step down)

KEEP HALLOWEEN HAPPY

The wind comes with a humming sound,
Tossing the leaves red, gold, and brown
To make a carpet over the ground,
And welcome Halloween to our town.

Doughnuts and cider are a special treat
That hungry children love to eat;
And goodies lie so tempting and sweet
On the shelves of food stores on every street.

The witching hour of that special day
Will bring funny characters out to play.
We take this opportunity to say
"Celebrate Halloween in the safest way."

Don't bungle and take great care
With any costume that you may wear.
Some burn quickly if they touch a flame;
So look and listen as you laugh and play;
Keep Halloween happy . . . KEEP FIRES AWAY!

SAFETY ALWAYS EVERYWHERE

Life at home is lots of fun,
If that home is carefully run.
No dark hallways or rickety stairs,
Piles of junk or dangerous chairs;
But a place where each one does his best
To keep home safe for all the rest.

Life at school is busy and gay,
When things are done the safest way.
No foolish stunts or broken rules;
Care in the use of equipment and tools.
Be concerned for all you friends,
And all will be safe as each day ends.

Life at play is best of all,
Unless we have an accident call
From some unfortunate, injured one--
With aches and pains just begun;
Because of carelessness at play
This is sure to spoil any day.

SAFETY RULES

Safety isn't hard to find,
If you have a bright, alert mind.

When you see lightning in the sky,
Under the trees you must not hide.

Enjoy a cool swim every summer day,
But in view of land you always must stay.

When you want to cross the street,
Move your eyes before your feet.

If you walk in the night,
You should wear something white.

When smoke you see or fire you smell,
Don't hesitate to sound the fire bell.

If you put your toys away,
It will end a happy day.

To have a long, healthy life,
Safety rules you must not fight.

Traffic's moving very fast,
Trucks and cars are swishing past.
When they see that red light show
They will stop and you can go.

If you have a special place
On the playground, know your place;
In the boundaries you must stay,
You'll be safe there while you play.

RESPONSIBILITY FOR MYSELF

When I come to school each day,
I try to take the safest way.
I'm careful at corners and watch the light.
It's safest always to know what's right.

The patrolmen help look after me,
And council members watch helpfully.
But when I'm alone, I know it's wise
To be alert with my ears and eyes.

All the safety rules I know
Help take me safely wherever I go.

404

LAWS

TRAFFIC ON HIGHWAYS -- Definitions--General Provisions

Title 49 Chapter 5 Idaho Code

49-501. Definition of words and phrases. The following words and phrases when used in this act shall, for the purpose of this act, have the meanings respectively ascribed to them in this article unless the context in which they appear indicates differently. (1953, ch. 273, sec. 1, p. 478)

49-502. Vehicles defined. (a) "Vehicle"--Every device in, upon, or by which any person or property is or may be transported or drawn upon a highway, except devices moved by human power or used exclusively upon stationary rails or tracks.

(b) "Motor vehicle"--Every vehicle which is self-propelled and every vehicle which is propelled by electric power obtained from overhead trolley wires, but not operated upon rails.

(c) "Motorcycle"--Every motor vehicle having a seat or saddle for the use of the rider and designed to travel on not more than three (3) wheels in contact with the ground, but excluding a tractor.

(d) "Motor driven cycle"--Every motorcycle, including every motor scooter, with a motor which produces not to exceed 5 horsepower, and every bicycle with motor attached.

(e) "Authorized emergency vehicle"--Vehicles of the fire department (fire patrol), police vehicles, and such ambulances and emergency vehicles of municipal departments or public service corporations as are designated or authorized by the commissioner or by the chief of police of an incorporated city or village.

(f) "School bus"--Every motor vehicle owned by a public or governmental agency and operated for the transportation of children to or from school or privately owned and operated for compensation for the transportation of children to or from school.

(g) "Bicycle"--Every device propelled by human power upon which any person may ride, having two (2) tandem wheels either of which is more than 20 inches in diameter. (1953, ch. 273, Sec. 2, p. 478)

49-732. Pedestrians subject to traffic regulations (a) Pedestrians shall be subject to traffic control signals at intersection as provided in section 49-605, unless required by local ordinance to comply strictly with such signals, but at all other places pedestrians shall be accorded the privileges and shall be subject to the restrictions stated in this article.

(b) Local authorities are hereby empowered by ordinance to require that pedestrians shall strictly comply with the directions of any official traffic control signal and may by ordinance prohibit pedestrians from crossing any roadway in a business district or any designated highways in a crosswalk. (1953, ch. 273, sec. 87, p. 478)

49-733. Pedestrians' right of way in crosswalks. (a) When traffic control signals are not in place or not in operation, the driver of a vehicle shall yield the right of way, slowing down or stopping if need be to so yield, to a pedestrian crossing the roadway within a crosswalk when the pedestrian is upon the half of the roadway which the vehicle is traveling upon, or when the pedestrian is approaching so closely from the opposite half of the roadway as to be in danger, but no pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that is impossible for the driver to yield. This provision shall not apply under the conditions stated in section 49-731(b).

(b) Whenever any vehicle is stopped at a marked crosswalk or at any unmarked crosswalk at an intersection to permit a pedestrian to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass such stopped vehicle. (1953, ch. 273, sec. 88, p. 478)

49-734. Crossing at other than crosswalks. (a) Every pedestrian crossing a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at any intersection shall yield the right of way to all vehicles upon the roadway.

(b) Any pedestrian crossing a roadway at a point where a pedestrian tunnel or overhead pedestrian crossing has been provided shall yield the right of way to all vehicles upon the roadway.

(c) Between adjacent intersections at which traffic control signals are in operation, pedestrians shall not cross at any place except in a marked crosswalk. (1953, ch. 273, sec. 89, p. 478)

49-735. Drivers to exercise due care. Notwithstanding the foregoing provisions of this article, every driver of a vehicle shall exercise due care to avoid colliding with any pedestrian upon any roadway and shall give warning by sounding the horn when necessary and shall exercise proper precaution upon observing any child or any confused or incapacitated person upon a roadway. (1953, ch. 273, sec. 90, p. 478.)

49-736. Pedestrians to use right half of crosswalks. Pedestrians shall move, whenever practicable, upon the right of crosswalks. (1953, ch. 273, sec. 91, p. 478.)

49-737. Pedestrians on roadways. (a) Where sidewalks are provided it shall be unlawful for any pedestrian to walk along and upon adjacent roadway.

(b) Where sidewalks are not provided, any pedestrian walking along and upon a highway shall when practicable walk only on the left side of the roadway or its shoulder facing traffic which may approach from the opposite direction. (1953, ch. 273, sec. 92, p. 478; am. 1955, ch. 84, sec. 10, p. 156)

49-738. Pedestrian soliciting rides or business. (a) No person shall stand in a roadway for the purpose of soliciting a ride, employment, or business from the occupant of any vehicle.

(b) No person shall stand on or in proximity to a street or highway for the purpose of soliciting the watching or guarding of any vehicle while parked or about to be parked on a street or highway. (I.C., sec. 40-540.7, as added by 1955, ch. 84, sec. 11, p. 156)

49-739. Effect of regulations (a) It is a misdemeanor for any person to do any act forbidden or fail to perform any act required in this article.

(b) The parent of any child and the guardian of any ward shall not authorize or knowingly permit any such child or ward to violate any of the provisions of this act.

(c) These statutes applicable to bicycles shall apply whenever a bicycle is operated upon any highway or upon any path set aside for the exclusive use of bicycles subject to those exceptions stated herein. (1953, ch. 273, sec. 93, p. 478)

49-740. Traffic laws apply to persons riding bicycles. Every person riding a bicycle upon a roadway shall be granted all of the rights and shall be subject to all of the duties applicable to the drive of a vehicle by this act, except as to special regulations in this article and except as to those provisions of this act which by their nature can have no application. (1953, ch. 273, sec. 94, p. 478)

49-741. Riding on bicycles. (a) A person propelling a bicycle shall not ride other than upon or astride a permanent and regular seat attached thereto.

(b) No bicycle shall be used to carry more persons at one (1) time than the number for which it is designated and equipped. (1953, ch. 273, sec. 95, p. 478)

49-742. Clinging to vehicles. No person riding upon any bicycle, coaster, roller skates, sled, or toy vehicle shall attach the same or himself to any street car or vehicle upon a roadway. (1953, ch. 273, sec. 96, p. 478)

49-743. Riding on roadways and bicycle paths. (a) Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

(b) Persons riding bicycles upon a roadway shall not ride more than two (2) abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

(c) Wherever a usable path for bicycles has been provided adjacent to a roadway, bicycle riders shall use such path and shall not use the roadway. (1953, ch. 273, sec. 97, p. 478.)

49-744. Carrying articles. No person operating a bicycle shall carry any package, bundle, or article which prevents the driver from keeping at least one (1) hand upon the handle bar. (1953, ch. 273, sec. 98, p. 478)

49-745. Lamps and other equipment on bicycles. (a) Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least 500 feet to the front and with a red reflector on the rear of a type approved by the department which shall be visible from all distances from 50 feet to 300 feet to the rear when directly in front of lawful upper beams of head lamps on a motor vehicle. A lamp emitting a red light visible from a distance of 500 feet to the rear may be used in addition to the red reflector.

(b) No person shall operate a bicycle unless it is equipped with a bell or other device capable of giving a signal audible for a distance of at least 100 feet, except that a bicycle shall not be equipped with nor shall any person use upon a bicycle any siren or whistle.

(c) Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement (1953, ch.273, sec. 99, p. 478)

SECTION 17-3. EDUCATIONAL OCCUPANCIES

17-311. Drills

17-3111* Fire exit drills shall be conducted regularly in accordance with the applicable provisions of the following paragraphs.

17-3112* There shall be at least 8 fire exit drills a year in schools through grade 12. In climates where the weather is severe during the winter months, weekly drills should be held at the beginning of school term to complete the required number of drills before cold weather so as not to endanger the health of the pupils.

17-3113* Drills shall be executed at different hours of the day or evening; during the changing of classes; when the school is at assembly; during the recess or gymnastic periods; etc., so as to avoid distinction between drills and actual fires. If a drill is called when pupils are going up and down the stairways, as during the time classes are changing, the pupils shall be instructed to form in file and immediately proceed to the nearest available exit in an orderly manner.

17-3114* Every fire exit drill shall be an exercise in school management for principal and teachers, with the chief purpose of every drill complete control of the class so that the teacher will form its ranks quickly and silently, may halt it, turn it, or direct it as desired. Great stress shall be laid upon the execution of each drill in a brisk, quiet, and orderly manner. Running shall be prohibited. In case there are pupils incapable of holding their places in a line moving at a reasonable speed, provisions shall be made to have them taken care of by the more sturdy pupils, moving independently of the regular line of march.

17-3115 Monitors shall be appointed from the more mature pupils to assist in the proper execution of all drills. They shall be instructed to hold open doors in the line of march or to close doors where necessary to prevent spread of fire or smoke, per 5-2134. There shall be at least 2 substitutes for each appointment so as to provide for proper performance in case of absence of the regular monitors. The searching of toilet or other rooms shall be the duty or the teachers or other members of the staff. If the teachers are to do the searching, it should be done after they have joined their classes to the preceding lines.

17-3116 As all drills simulate an actual fire condition, pupils shall not be allowed to obtain clothing after the alarm is sounded, even when in home rooms, on account of confusion which would result in forming the lines and the danger of tripping over dragged apparel.

17-3117 Each class or group shall proceed to a predetermined point outside the building and remain their while a check is made to see that all are accounted for, leaving only when a recall signal is given to return to the building, or when dismissed. Such points shall be sufficiently far away from the building and from each other as to avoid danger from any fire in the building, interference with fire department operations, or confusion between different classes or groups.

17-3118* Where necessary for drill lines to cross roadways, signs reading "STOP: SCHOOL FIRE DRILL" or equivalent, shall be carried by monitors to the traffic intersecting points in order to stop traffic during the period of the drill.

17-312. SIGNALS

17-3121 All fire exit drill alarms shall be sounded on the fire alarm system and not on the signal system used to dismiss classes.

17-3122 Whenever any of the school authorities determine that an actual fire exists, they shall immediately call the local fire department using the public fire alarm system or such other facilities as are available.

17-3123 In order that pupils will not be returned to a building which is burning, the recall signal shall be one that is separate and distinct from and cannot be mistaken for any other signals. Such signals may be given by distinctive colored flags or banners. If the recall signal is electrical, the push buttons or other controls shall be kept under lock, the key for which shall be in the possession of the principal or some other designated person in order to prevent a recall at a time when there is a fire. Regardless of the method of recall, the means of giving the signal shall be kept under a lock.

17-315 INSPECTION

17-3131* It shall be the duty of principals and teachers to inspect all exit facilities daily in order to make sure that all stairways, doors, and other exits are in proper condition.

17-3132 Open plan buildings require extra surveillance to ensure that exit paths are maintained clear of obstruction and are obvious.

APPENDIX 'B'

415

DISTRICT HEALTH DEPARTMENTS

	Counties Covered
District I Panhandle District Health Department P.O. Box 608 Coeur d'Alene, Idaho 83814 667-9461	Benewah, Bonner, Boundary, Kootenai, Shoshone
District II North Central District Health Department P.O. Box 637 Lewiston, Idaho 83501 746-1331 Ext. 65	Clearwater, Idaho, Latah, Lewis, Nez Perce
District III Southwest District Health Department 618 Main Street Caldwell, Idaho 83605 459-0744 or 343-5042	Adams, Canyon, Gem, Owyhee, Payette, Washington
District IV Central District Health Department 1455 North Orchard Boise, Idaho 83704 375-5211	Ada, Boise, Elmore, Valley
District V South Central District Health Department P.O. Box HH Twin Falls, Idaho 83301 734-5900	Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, Twin Falls
District VI Southeastern District Health Department 115 North Sixth Street Pocatello, Idaho 83201 232-5850	Bannock, Bear Lake, Bingham, Butte, Caribou, Franklin, Oneida, Power
District VII Northeastern District Health Department 254 East Street Idaho Falls, Idaho 83401 552-0310	Bonneville, Clark, Custer, Fremont, Jefferson, Lemhi, Madison, Teton

FEDERAL AGENCIES

President's Council On Physical Fitness, Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Bureau of Reclamation
550 West Fort Street
Boise, Idaho 83700

Environmental Protection Agency
422 West Washington
Boise, Idaho 83700

U. S. Forest Service
Local National Forest Office

IDAHO STATE AGENCIES

Idaho Department of Education
650 West State Street
Boise, Idaho 83720

Consultant in Health Education
School Lunch Program
Consultant Energy and Environment

Idaho Department of Health & Welfare
700 West State Street
Boise, Idaho 83720

Bureau of Health Education
Film Library
Environmental Services

Air Pollution Control Commission
650 West State
Boise, Idaho 83720

Idaho Bureau of Mines and Geology
2121 University Drive
Boise, Idaho 83725

Idaho Department of Lands
Soil Conservation Commission
Statehouse Mail
Boise, Idaho 83720

Nuclear Energy Commission
539 - 2nd
Idaho Falls, Idaho 83401

Public Utilities Commission
Office of Energy
472 West Washington
Boise, Idaho

Department of Water Resources
373 West Franklin
Boise, Idaho

PROFESSIONAL ASSOCIATIONS

American Alliance for Health,
Physical Education & Recreation
1201 16th Street N.W.
Washington, D.C. 20036
202-833-5534

Idaho State Dental Association
1487 West Hays
Boise, Idaho 83702
343-7543

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611
312-944-6730

Idaho Medical Association
407 West Bannock
Boise, Idaho 83702
344-0788

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610
312-751-6000

American School Health Association
7263 SR 43
ASHA Building
Kent, Ohio 44240
216-678-1601

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, Illinois 60204
312-869-4255

American Nurses Association
10 Columbus Circle
New York, New York 10019

American Public Health Association
1015 18th Street N.W.
Washington, D.C. 20036
202-467-5000

National Education Association
1201 Sixteenth Street N.W.
Washington, D.C. 20036

Society for Nutrition Education
2140 Shattuck Avenue, Suite 1110
Berkeley, California 94704
415-548-1363

Society for Public Health Education
655 Sutter Street
San Francisco, California 94102
415-673-7266

Idaho Mental Health Association
3105 1/2 State Street
Boise, Idaho 83703
343-4866

National Association for Mental Health
1800 North Kent Street
Arlington, Virginia 22209
703-528-6405

VOLUNTARY HEALTH ORGANIZATIONS

	State	National
American Cancer Society	P.O. Box 5368 Boise, Idaho 83705 343-4609	219 East 42nd St. New York, New York 10017 212-586-8700
American Diabetes Association	4311 Audubon Place Boise, Idaho 83705 342-4263	1 West 48th Street New York, New York 10020 212-541-4310
American Heart Association	1301 S. Capitol Blvd. Boise, Idaho 83706 342-4621	7320 Greenville Avenue Dallas, Texas 75231 214-750-5300
American Lung Association	2621 Camas Boise, Idaho 83705 344-6567	1740 Broadway New York, New York 10019 212-245-8000
American Red Cross	601 Main Street Boise, Idaho 83702 344-2593	18th & D Streets, N.W. Washington, D.C. 20009 202-737-8300
Arthritis Foundation	6003 Overland Road Boise, Idaho 83705 376-5831	475 Riverside Drive New York, New York 10027
Cystic Fibrosis Foundation	805 West Idaho, Room 30 Boise, Idaho 83702 336-0734	3379 Peach Tree Road Atlanta, Georgia 30326
Epilepsy League	100 North Latah Boise, Idaho 83705 343-8322	
Epilepsy Foundation of America		1828 L. Street N.W. Washington, D.C. 20036 202-293-2930
Health Information Retrieval Center	109 E. Bannock Boise, Idaho 83702 345-1771	Toll Free 800-632-1216

Idaho Dairy Products Commission	1365 North Orchard Boise, Idaho 83704 384-2868	
National Heart and Lung Institute		National Institutes of Health Bethesda, Maryland 20014
Allergy Foundation of America		801 Second Avenue New York, New York 10017
National Association for Mental Health		1800 North Kent Street Rosslyn, Arlington, Virginia 22209
Multiple Sclerosis Society	1134 North Orchard, Room 20 Boise, Idaho 83704 376-8861	257 Park Avenue South New York, New York 10010
Muscular Dystrophy Assn. Inc.	P.O. Box 3067 Boise, Idaho 83703	810 Seventh Avenue New York, New York 10019
National Easter Seal Society	1095 Federal Way Boise, Idaho 83705 343-2520 or 343-2529	2032 West Ogden Avenue Chicago, Illinois 60612 312-243-8400
National Foundation March of Dimes	6712 Fairview Avenue Boise, Idaho 83704 376-2441	Box 2000 White Plains, New York 10602 914-428-1760
Planned Parenthood Association	720 W. Washington St. Boise, Idaho 83702 345-0760	
Planned Parenthood Fed. of America		810 Seventh Avenue New York, New York 10019
United Cerebral Palsy	100 North Latah Street Boise, Idaho 83704 345-8070	66 E. Fifth Street New York, New York 10016 212-889-6655
Idaho Water Users Assn.	4706 Fairview Avenue Boise, Idaho	

MISCELLANEOUS ORGANIZATIONS OFFERING HEALTH MATERIALS AND/OR INFORMATION

Johnson & Johnson
501 George Street
New Brunswick, New Jersey 08901

Metropolitan Life Insurance Company
Health & Welfare Division
One Madison Avenue
New York, New York 10010

National Health Council
1740 Broadway
New York, New York 10019

National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611
312-527-4800

Sunkist Growers
705 West Fifth Street
Los Angeles, California

World Health Organization
Avenue Appia
Geneva, Switzerland

The Upjohn Company
7000 Portage Road
Kalamazoo, Michigan 49002